A New Teaching Era: Pedagogical Arguments in Language Teaching and Learning

The number of linguistically and culturally diverse students is growing worldwide. This global trend has led to the development of theories, pedagogical approaches, and practices which are informed by multilingual and multicultural contexts (Kart et al., 2022). Not only does teaching multilingual classes require linguistically responsive teaching, but language teachers who have all three: (some) understanding of the language(s) spoken in their classrooms, awareness of common linguistic markers, and familiarity with basic characteristics of language learning (Lucas et al., 2008; Lucas and Villegas, 2013).

Language teaching, learning, and assessment are closely related to research, theory, practice, and innovation based on change, development, novelty, and improvement with respect to language teaching methods, approaches, and techniques (De Lano et al., 1994; Rogers, 2001; Nurutdinova et al., 2016). Pedagogical arguments in language teaching, whether they draw on traditional, innovative methods, or principled eclecticism (East, 2019), should revolve around the students' needs, improving the learning process, and achieving the desired outcomes.

Recent developments in the field of language teaching have shown a progressive change in attitudes towards the use of the students' own languages (translation, translanguaging, etc.), and their role in language teaching and learning (Koletnik and Froeliger, 2019). Thus, ***Pedagogical Arguments in Language Teaching and Learning*** aims at bringing together language educators, applied linguists, and language teachers and practitioners to exchange information, experiences, and research results on pedagogical arguments and dogmatic opinions pertaining in TESOL, language teaching, and language learning.

References

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We welcome abstract submissions on any of the following questions or related topics:

- Interdisciplinarity in language teaching, learning, and assessment;
- Language teaching, interpreting, and translation;
- Teaching and learning in the digital age;
- The role of culture in language teaching and learning;
- New Approaches and theories in translation in language teaching and learning;
- Equity, equality and diversity in language teaching and learning;
- Multilingualism, multiculturalism and translanguaging;
- Development of learners' critical thinking;
- Language education policy and planning;
- Pedagogy, teacher training and education;
- Critical dialogue in language teaching and learning;
- Multimodal language teaching and learning;
- Classroom discourse;
- Materials and content development;
- Content and Language Integrated Learning

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Pia Sundqvist, Professor, University of Oslo

Stavroula Kontovourki, Associate Professor, University of Cyprus

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Abstracts for presentations will be accepted until the **15th of June, 2024**. Presentations will last 20 minutes, followed by 10 minutes for discussion. The abstracts have to be submitted by email: karpava.sviatlana@ucy.ac.cy

Abstracts up to 300 words must be written in English (excluding references, graphs and tables) and must be anonymized to exclude any identifiable information. Authors may submit a total of two abstracts, one individual and one joint.

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Abstract submission deadline: 15th of June, 2024

Notification of acceptance: 15th of July, 2024

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