

Editorial

Language in times of mobility and globalisation has been inspiring research from different disciplines and in different thematic fields for recent years. The objective is to better understand the particular mechanisms that language is involved in, to possibly open new ways of thinking or sometimes to suggest research-based solutions to a particular challenge. This kind of research has a pronounced societal dimension and so has the present Special Issue. The thematic field under investigation is language in education and all contributions focus upon institutionalised forms of education. The overall objective is to contribute to bridge the gap between a rather monolingual mindset of the institutions and the multilingualism of individual language users. Three thematic lines are pursued: a) subject teaching (Vetter & Durmus, Müller & Scheuch, Imamović-Topčić & Weger), b) foreign language instruction (Göbel & Vieluf, Janík) and c) pre-service teacher education (Niesen). The disciplines involved refer to educational linguistics, language pedagogy, subject didactics and teacher education and they are reflected in the particular theoretical and methodological approaches of the single contributions. All texts represent a European perspective, as the empirical data stem from Austria (Vetter & Durmus, Müller & Scheuch, Imamović-Topčić & Weger), Germany (Niesen, Göbel & Vieluf) and the Czech Republic (Janík). A critical and applied perspective is adopted by all authors: They identify a problem of societal relevance and share the conviction that their research contributes to a better understanding of the discrepancy between the multilingual world and the monolingual institutional norms in education. Some articulate the hope that their research may result in better practice.

The present focus is relatively new to the Central European context. We hope that this Special Issue can be inspiring and beneficial for pre- and in-service teachers as well as researchers from different traditions and not only within multilingualism research.

The issue opens with a theoretical paper by Eva Vetter and Duygu Durmus that positions language/s in education in a Human Rights perspective. The authors conceptualise teaching and learning in institutions as a continuum between the learners'

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6 already existing proficiencies and the institutional requirements. They critically discuss the two extreme points in terms of everyday practice and academic language and position scaffolding and translanguaging on the continuum. Scaffolding is criticised for remaining a monolingual approach, translanguaging for losing sight of the particular capital associated with academic language. The authors illustrate these risks with extracts from a sequence of biology lessons studied in an action research project. The authors conclude that translanguaging and scaffolding should be understood as complementary approaches.

A thematic bridging of theory to practice of language scaffolding is represented by the first empirical study of the Special Issue written by Bernhard Müllner and Martin Scheuch. It illustrates a case of a learning environment in school from the perspective of its supportive language learning elements. The authors investigate avoidance strategies in the context of linguistic overload in biology class in an Austrian school. In their case study, we can understand reasons for the avoidance behaviour of a pupil in real biology class situations in relation to teaching materials used in that class. Results reveal that the avoidance strategies can be explained by linguistic complexity in schoolbook texts and missing linguistic scaffolding of the language of schooling.

In the second empirical study employing another usage-centred perspective, Edna Imamović-Topčić and Denis Weger try to explain the linguistic practices and the role of colloquial and academic language interaction in a collaborative environment of history class in an Austrian school. Based on their results that reveal various strategies for dealing with difficult historical input, the authors call for a greater recognition of the role of colloquial language in the acquisition of academic language and the understanding of topic specific context.

In the third empirical study, Heike Niesen deals with another perspective of multilingual learning – the perspective of pre-service teachers. The author deals with the question about how language (learning) biographies can have an impact on the development of teachers' Professional Vision and practical teaching capabilities in video-based surroundings. The results of the study conducted in Germany imply that pre-service teachers' video reflection and their multilingual sensitivity (empathy) with pupils may serve as indicators of Professional Vision. Their former language learning experience enables them to understand pupils' learning difficulties.

The next study by Miroslav Janík brings an insight into students' use of English in German as a second foreign language lessons in Czech schools. In this study, languages as such are approached as a linguistic repertoire. The author looks at how students (and teachers) in Czech schools deal with English use within German lessons. The study shows inconsistency in teacher responses to multilingualism. Thus, a clearer consideration as to if languages are taught as discreet entities or if more flexible linguistic mechanisms may be adopted to facilitate learning is needed.

The last study regarding foreign language instruction context is written by Kerstin Göbel and Svenja Vieluf. It emphasises the importance of language transfer promoting teaching in English as a foreign language instruction. Based on the results of

this study conducted in secondary schools in Germany, we can see implications of positive correlation of language transfer promoting teaching with listening comprehension. However, the study reveals deficiencies in the teachers' language transfer promoting teaching as well. Language transfer promotion is implemented in a rather implicit way that only refers to the German language. The authors call for further development of elaborated strategies for implementation of language transfer promoting teaching.

All studies aim at better educational practice, although in respect to different disciplinary and thematic views. They call for further empirical investigation into classroom practice and teacher education and highlight the role of interdisciplinary research. The Special Issue closes with a report by Alice Brychová from the conference *Multilingualism as a Chance* in Kassel, Germany, which draws similar conclusions calling for the development of multilingualism, but from a more practical and didactical perspective.

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