

TENTATIVE SPRINGER BOOK PROPOSAL

1. Title Information

Proposed Title: *Plurilingual and Intercultural Perspectives in Higher Education: Policies, Pedagogies and Practices*, edited by Loreta Chodzkienė and Roma Kriaučiūnienė

Format: Edited Volume

Primary Subject Area: Applied Linguistics/Higher Education Studies

2. Book Rationale and Aims

Rationale

As university campuses undergo rapid internationalization, traditional, isolated language-skills models fail to address the complex institutional realities and diverse needs of contemporary higher education. This edited volume responds to the critical need for theoretically grounded and empirically informed research by positioning the action-oriented approach, as conceptualized by the Common European Framework of Reference for Languages (CEFR) and its Companion Volume, as a vital pedagogical framework. By treating learners, teachers, and institutions as social agents engaged in meaningful, collaborative, and intercultural action, this book demonstrates how plurilingual and intercultural education can be operationalized to help students navigate and thrive within highly internationalized university environments.

Aims and Objectives

The book aims to:

- 1) Examine how plurilingual and intercultural education can be effectively operationalized in higher education through the lens of the action-oriented approach.
- 2) Analyse the dynamic relationship between institutional language policy and action-oriented educational practices in internationalized settings.
- 3) Investigate how intercultural competence and mediation can be systematically developed in the classroom as a direct pedagogical response to the rapid internationalization of higher education landscapes.
- 4) Explore innovative pedagogies, digital tools, and emerging Generative AI technologies that support action-oriented, task-based learning while addressing associated ethical and assessment challenges.

- 5) Provide research-based insights that bridge macro-level policy discourse, meso-level curriculum design, and micro-level classroom practice.

3. Streamlined Table of Contents (Indicative)

Part I: Policy, Governance, and Conceptual Frameworks

- *Action-Oriented Education in Higher Education: Theoretical Foundations and Implications*
- *Institutional Language Policy and the Governance of Linguistic and Cultural Diversity*
- *Plurilingualism and Interculturality in University Contexts*
- *From CEFR to Practice: Interpreting the Companion Volume in Higher Education Governance*

Part II: Curriculum, Pedagogy, and Intercultural Mediation

- *Designing Action-Oriented and Plurilingual Curricula for Internationalized Campuses*
- *Intercultural Competence, Mediation, and Social Action in Internationalized University Classrooms*
- *Teacher Education and Professional Development for Plurilingual Pedagogies*
- *Research-Driven and Innovative Language Teaching Practices in Higher Education*

Part III: Digital Transformation, Virtual Mobility, and GenAI

- *Virtual Mobility, Digital Literacies, and Action-Oriented International Collaboration*
- *Generative AI in Language Education: Pedagogical Innovation, Challenges, and Assessment*
- *Ethics, Equity, and the Future of Multilingual Education in the Age of AI*
- *Language teaching and Learning and Development of Critical Thinking in the Age of AI*

Part IV: Empirical Insights: Case Studies across the Disciplines

- *Institutional Case Studies of Language Policy and Educational Innovation*
- *Implementing Action-Oriented Approaches in Multilingual Universities*
- *Student Agency, Identity, and Lived Experiences on Internationalized Campuses*
- *Policy–Practice Tensions: Empirical Lessons from Multilingual Universities*

4. Target Audience and Market Positioning

Target Audience

- Researchers and scholars in applied linguistics, language education, intercultural communication, and higher education studies.

- Doctoral students and advanced Master's students.
- Teacher educators and university language instructors.
- Language policy-makers and institutional leaders in higher education.

Market Positioning and Added Value

This volume will appeal to an international academic readership and fits well within Springer's *Education*, *Applied Linguistics*, and *Higher Education* portfolios. While several edited volumes address multilingualism or language policy in higher education broadly, this book offers a distinct competitive advantage by explicitly integrating policy-level analysis with classroom-level action-oriented practices, framed around the CEFR Companion Volume. It provides high conceptual coherence by treating campus internationalization not merely as a contextual trend, but as an active space for classroom mediation and social agency. The volume is highly suitable for inclusion in established series such as *Educational Linguistics* or *Second Language Learning and Teaching*.

5. Keywords

Action-oriented approach; plurilingualism; intercultural education; higher education; language policy; CEFR Companion Volume; internationalized campuses; multilingual universities; classroom mediation; applied linguistics.

Submission Guidelines

- **Abstract length:** up to 250 words
- **Chapter length:** 6,000 - 8,000 words (including references)
- **Language:** English
- **Methodologies:** Qualitative, quantitative, mixed-methods, conceptual, or design-based research
- Chapters must be **original** and not under consideration elsewhere.
- Reference style: APA (7th edition)

Important Dates

- **Abstract submission deadline:** 15 December 2026
- **Notification of abstract acceptance:** 15 January 2027
- **Full chapter submission deadline:** 30 March 2027
- **Peer review feedback to authors:** 30 April 2027
- **Submission of revised chapters:** 30 May 2027
- **Final editorial review and manuscript preparation:** June–July 2027

Submission of complete manuscript to the publisher: September 2027

Follow General Manuscript preparation guidelines:

https://media.springerpub.com/media/resources/Springer-Publishing_Author_and_Editor_Guidelines.pdf

Read User Manual before starting writing here:

Use the article template here:

<https://www.overleaf.com/latex/templates/template-for-authors-to-a-springer-nature-contributed-volume/bbfkkmdbdty.pdf>

Submission Process

Please send abstracts (as a Word document) to: **email address:** Leicresearch@flf.vu.lt

Include:

- Title of the proposed chapter
- Abstract (up to 250)
- 5–6 keywords
- Author(s) name(s), affiliation(s), and short bio (100 -150 words)

About the Editors

Loreta Chodzkienė is an Associate Professor at the Faculty of Philology, Vilnius University, and serves as the Vice-President of the Lithuanian Language Teachers' Association. Throughout her career, she has focused on bridging the gap between theoretical frameworks and concrete practice, enabling students to actively experience and reflect on their personal intercultural discoveries. She holds a PhD centered on the developmental factors of intercultural communicative competence. At Vilnius University, Dr. Chodzkienė brings this experiential approach to her courses on intercultural communication, her supervision of student internships, and international Virtual Exchange projects. An expert in international academic leadership, she has successfully coordinated four European projects and remains a highly collaborative researcher. She is the author of the foundational study book *“What Should Every Student Know about Intercultural Communication?”*, has authored and co-authored over 25 scientific papers and book chapters, and has disseminated her research findings at more than 40 international conferences. Her leadership and academic work actively contribute to shaping contemporary language education and intercultural pedagogy.

Professor Roma Kriaučiūnienė is Director of the Institute of Foreign Languages of the Faculty of Philology at Vilnius University. Her research focuses on language policy, plurilingualism, intercultural education, multilingualism, language teaching methodologies, and value attitudes in education.

She is Vice President and Executive Committee member of the Council of European Languages (CEL/ELC), where she contributes to advancing multilingualism and language policy across Europe. She also co-leads Work Group 11: *Arqus Plurilingual and Intercultural Hub* within the Arqus European Universities Alliance and represents Arqus in the FOR-EU4ALL Multilingualism Group, including its Special Interest Group on AI and Digitalisation.

At Vilnius University, she led the development of the University's Language Policy Guidelines and initiated the modernisation of English for Specific Purposes programmes through an action-oriented approach in collaboration with the University of Göttingen. Her current research continues to explore action-oriented, plurilingual, and intercultural approaches to language education in higher education.

She has edited the volume *Educational, Linguistic and Media Discourses* (Cambridge Scholars Publishing, 2020), has published extensively in the fields of language policy and language education, leads a research group on modern language teaching, and serves on the editorial boards and as a reviewer for several international academic journals.