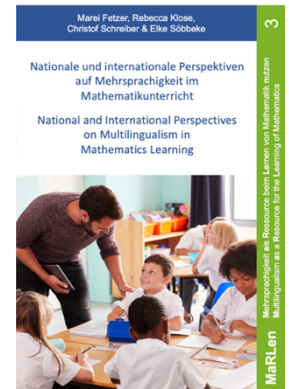# MaRLen

Multilingualism as a Resource
for the Learning of Mathematics

Dear colleagues and researchers
interested in multilingualism and mathmatics education,

As the editorial team, we are currently planning the third volume in our book series (*Multilingualism as a Resource for the Learning of Mathematics*). We would like to invite you to contribute to this upcoming volume. All essential information is summarised in this short handout. Please do not hesitate to contact us if you have any questions about the book project (soebbeke@uni-wuppertal.de).

Volume 3 of the MaRLen Series:
Multilingualism as a Resource for the Learning of Mathematics

Working Title:
„Nationale und internationale Perspektiven auf Mehrsprachigkeit im Mathematikunterricht"
"National and International Perspectives on Multilingualism in Mathematics Learning"

Editorial Team:
Marei Fetzer, Rebecca Klose, Christof Schreiber, Elke Söbbeke

Planned Publication:
Summer 2026

The subject area of Mathematics and Language is highly diverse. The importance of language and interaction for mathematics learning is now widely recognised. If mathematics teaching is understood as language-intensive and language-sensitive, then linguistic diversity also becomes a central aspect of mathematics learning. This is currently reflected in school-related and research-oriented projects on ‚multilingualism' and its influence on mathematics education.

This volume will address national and international perspectives and approaches to multilingualism in mathematics education, with a focus on early childhood education, primary education, and lower secondary education. The volume includes contributions in English and German on projects from the fields of research, school practice and teacher education. With a focus on mathematics didactics, it highlights the areas of multilingualism as a resource, as well as the opportunities and limitations in learning mathematics. Projects that connect these areas and examine the role of digital media and artificial intelligence are also welcome.

Organisational Details and Process

Abstract

Please signalise your interest along with a **short abstract** by **July 1, 2025**. Contributions may be submitted in German or English. The abstract should include a proposed title, the intended category (research, school practice, teacher education), and a brief description of the planned content. The editorial team will provide feedback by the end of July 2025.

Contribution and Review

The complete manuscript is to be submitted by **October 15, 2025**. It should be between 14 and 20 pages in length (30,000–40,000 characters).

Each contribution will be reviewed by two members of the editorial team. Feedback will be provided by the end of December 2025. The **revised version** of the manuscript should be submitted to the editorial team by **March 31, 2026**. Detailed guidelines will be provided with the feedback on the abstract.

Deadlines and Timeline Overview

We are basing the project on the following schedule and kindly ask you to adhere to the deadlines:

July 1, 2025	Submission of expression of interest and abstract
End of July 2025	Feedback on abstract from the editorial team
October 15, 2025	Submission of full manuscript (14-20 pages)
End of December 2025	Reviews returned to authors
March 31, 2026	Submission of revised manuscript
Summer 2026	Planned publication date

Didactics of Mathematics | Primary School Teaching
Eileen Baschek, Marei Fetzer, Rebecca Klose, Christof Schreiber & Elke Söbbeke

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