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Sommario/riassunto	Language is the essence of human beings, gives them individuality and enables socio-cultural reflection and participation - even beyond the immediate present. Language is in a reciprocal connection with culture in that it is an expression of it and at the same time has a formative effect on it. In the face of increasing heterogeneity and hybridity, linguistic-cultural educational offers are required in order to enable emancipated use of information or participation in social negotiation and design processes through the training of communicative and reflexive skills. Which connections between language (s) and culture (s) as dynamic sign systems can be identified? How can these be used in the sense of diversity-sensitive teaching and future-proof teacher education? And what professionalization offers do the humanities and cultural studies have in store for this? In the contributions to the anthology "Language and Cultural Education. Perspectives for reflexive teacher training and heterogeneity-sensitive teaching ", the authors examine these questions from a variety of perspectives. Language is considered on the one hand as a system to be learned, but also as a spoken and written teaching medium and illuminated in its culture-

related meaning. It becomes clear that linguistic-cultural education encompasses all school subjects and therefore has to play a fundamental role in teacher education. This volume would like to open up perspectives on how the connection between language (s) and culture (s) can be taken into account in a future-oriented teacher education as an elementary context of reflection and how heterogeneity-sensitive teaching can succeed on this basis.
