

Call for Papers

Special issue on

‘CALL Teacher Education and Professional Development’

Guest Editor:

Dara Tafazoli, PhD., *University of Newcastle, Australia*

Description

The COVID-19 pandemic, in particular, has highlighted the critical role of technology in language education. However, the successful integration of technologies in language education mainly depends on the teacher’s knowledge and literacy to apply them effectively and meaningfully. In other words, in the end, teachers are those who should decide which technologies, as a means of instruction, would assist them in language teaching and how to use the chosen technology in delivering the content. One of the main issues in integrating technology in language education is teacher education and professional development. Both pre- and in-service language teachers should receive continuous training on technology-based pedagogy.

Research on technology implementation in language education has mainly been in the field of what is called ‘Computer-Assisted Language Learning (CALL).’ The literature review on CALL teacher education and professional development also shows that little has been focused on: a) What CALL teacher education should entail in order to help teachers adopt technology effectively, b) How exactly CALL professional development courses impact teachers’ technological, pedagogical, and content knowledge, and c) What are the barriers

and enablers of the uptake and effective use of CALL literacy by language teachers under conditions of a rapid increase in technology use (e.g., COVID-19 outbreak).

This special issue aims to concentrate on innovative practices, practical applications, and theoretical frameworks and approaches to address CALL teacher education and professional development in different countries from pre-school to higher education. More specifically, my goal with this special issue is twofold: to showcase practitioners and researchers in an internationally reputable journal and to provide an outlet for language teachers to reflect on their own engagement in CALL professional development based on the recent findings in the field.

I invite quantitative, qualitative, and mixed methods studies reporting on CALL teacher education and professional development that meet the needs of applied linguists, Computer-Assisted Language Learning (CALL)/Technology-Enhanced Language Learning (TELL) researchers, language teachers, and TEFL/TESOL/Linguistics graduate and post-graduate students.

Recommended Topics

The scope of the special issue includes but is not limited to the following topics:

- Critical analysis of available theoretical frameworks
- TPACK and CALL/MALL teacher education and professional development
- CALL/MALL teacher education amid the (post)pandemic era (i.e., COVID-19)
- Preparing teachers for Emergency remote teaching
- Current CALL/MALL workshops and webinars
- Need analysis of CALL/MALL teacher education and professional development courses

Timeline

The following timeline is anticipated:

Proposal submission to the editor	June 15, 2021
Proposal acceptance/rejection notification	June 30, 2021
Full manuscript submission due	October 1, 2021
Review results	November 1, 2021
Revised manuscripts due	December 1, 2021
Final revisions requested	December 15, 2021
Publication	February 2022

Journal

This special issue is proposed to be published by the journal of *Teaching English with Technology (TEwT)*. TEwT is a double-blind, peer-reviewed journal that seeks to disseminate cutting-edge work focused mainly on the use of technology in TESOL (Teaching English To Speakers of Other Languages). The Journal is interested in theoretical and practical articles that resonate with an international audience. TEwT occasionally publishes special issues in more specialised areas of technology use in education. TEwT is currently indexed in Scopus ([Q1 in Language and Linguistics](#)), Index Copernicus, ERIH+, Central and Eastern European Online Library, EBSCO, ERIC, CEJSH, BazHum, Cabell's Publishing Directory, MLA Directory of Periodicals, the Australian Research Council journal list, the Polish Ministry of Science and Higher Education B list. TEwT believes firmly that there should be no charges associated with the submission and publication of articles. Moreover, all TEwT-reviewed articles published are free to access. The publishers of TEwT are: IATEFL Poland Computer Special Interest Group, the University of Nicosia (Cyprus) and Maria Curie-Skłodowska University (Poland).

For additional information regarding the journal, please visit: <https://www.tewtjournal.org/>

You can also find detailed journal's code of conduct and malpractice policy at <https://www.tewtjournal.org/wp-content/uploads/2014/09/code-of-conduct-final.pdf>

Submission and inquiries

I invite you to submit a proposal of no more than 500 words using APA 7th style in MS Word format (.doc/.docx) to Dara.Tafazoli@uon.edu.au. Proposals should detail the area of focus, the gap, the research design and methodologies used, and key findings related to CALL teacher education and professional development. Identifying information, including name of author(s), affiliation(s), contact information for all author(s), and a 50-word biographical statement for each author, should be included in the proposal. Based on the review of the proposals, authors will be invited to submit complete manuscripts for possible inclusion in the special issue.

For this special issue, please submit your proposals and inquiries directly to:

Dara Tafazoli
Dara.Tafazoli@uon.edu.au