Call for Submissions:

# World Universities' response to COVID-19: Developments and Innovation in Language Teaching and Learning

Following up on the success of the first volume The World Universities' Response to COVID-19: Remote Online Language Teaching, 2021, the Editorial Team is inviting experts in the field of language teaching and learning to submit a draft paper for volume 2, to be published in 2022.

The drafts should be written in English (max. 5000 words including References), accompanied by an Abstract of less than 200 words and 4 keywords, and comply with author guidelines as available here: https://research-publishing.net/guidelines?author_a. All papers will be double-blind peer reviewed and the publication indexed by major indexing services (e.g. ERIC, Google Books, Google Scholar, CrossCheck database) and fully Open Access.

Drafts papers should be sent via E-mail to Prof Maria Freddi **and** Dr Nebojša Radić. The submission deadline for full manuscripts for consideration and peer review is **TBA**.

Authors will be notified of the review outcome and paper acceptance/rejection **in 2022 (TBA)**.

## Call for Papers

We are particularly interested in papers that look at either General or Specific Purposes language programmes with emphasis on remote online language learning. This new collection of case studies aims to:

- document changes in teaching, learning, delivery, resources, staff recruitment, development and support, student enrolment, accessibility, management, university recognition;
- explore a wide range of geographically, socially and academically diverse institutions;
- encourage self-reflection on teaching practice, the learning process, assessment and evaluation;
- describe new online teaching and learning practices and culture, as well as assess their impact on language education;
- develop a framework for multiliteracies and new semiotic conventions;
- articulate a direction of travel: what is the future of language teaching and learning?

Draft papers should address one or more of the following Research Questions:

- What changes in teaching, learning, delivery, resources, staff recruitment, student enrolment, management and financial support did you register?

- How would you describe the support your language unit received from your university and what were the implications for teacher training and support?

- What changes were you able to detect in interaction and communication patterns among colleagues, with students and in social occasions?

- Increasingly, we are learning a language for online use with AI support. If so, do we need to sit in language classrooms or, is it perhaps better to study online?

- How can curriculum and syllabus design be rethought in hybrid and/or blended language teaching and learning?

- How have assessment and evaluation changed as a result of the shift to remote language teaching and learning (open book examination, pass/fail, etc.)?

- What are the changes in student attendance, participation, study and learning patterns and exam performance?

- How has the shift to remote affected LSP provision (i.e. language for specific and academic purposes)?

- What new forms of collaborative learning have been stimulated by the new online context and how is learner-centredness achieved in remote language teaching and learning?

- The ways in which we communicate have changed. How is that change influencing the language skill set we need and its development in a formal language teaching setting?

- How can specific skills be taught effectively in a remote or blended context (e.g., speaking, listening, reading, writing, mediation and translation)?

We look forward to receiving your submissions!

**The Editorial Team**

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