Call for Papers

Topic: Potential Links Among Technology-Based Instruction and Language Learning: How Do CALL, MALL, and Online Instructions Affect L2 Learningand Psychological Factors Involve in Learning?

The L2 language teaching tradition has been exposed to tremendous changes, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries. In the Western world, in the 17th, 18th, and 19th centuries, foreign language learning was limited to learning Latin and Greek, both supposed to enhance their users' intellectuality. At the time, it was of vital importance to concentrate on grammatical rules, syntactic structures, along with rote memorization of vocabulary items and translation of literary passages. The common method of those days was the Grammar Translation Method which is still one of the most popular and common models of language teaching, especially in EFL contexts. This method was criticized for some reasons including ignoring oral communications. After this method, several methods and approaches were proposed till we reached CLT which has focused on oral communications. CLT seems more effective than the previous methods but as we live in the era of technology, our educational system is influenced by technology in general and language teaching in particular. Technology-based instructions such as CALL and MALL can produce positive results in learning an L2. The mentioned new methods are more effective since they permit students to learn an L2 at any place and at any time. Unlike the traditional methods which cause codependency, CALL and MALL create independence which encourages students to solve their problems. The student-centered and collaborative features of CALL and MALL can pave the way for the students to develop their L2 learning. More importantly, in L2 language learning, different phycological factors are involved which can influence the language learning/teaching process. Some of these factors are anxiety, attitude, shyness, stress, aptitude, motivation, perception, beliefs, self-esteem, self-efficacy, etc. that can be affected by and controlled through using CALL and MALL and technology-enhanced instructions. For example, CALL and MALL can reduce the students' anxiety and develop their motivation, instead. They can also help shy and introverted students to learn an L2 out of the classrooms. Regarding the importance and the effectiveness of CALL and MALL, we intend to invite all researchers around the world to do different studies on the effectiveness of different technology-based tools to assist second/foreign learners to learn L2 language more easily and help them overcome their psychological learning problems. Thus, this Special Issue aims to collate original research and review articles describing advancesin this field.

Potential topics include but are not limited to the following:
- Computer-assisted language learning
- Mobile-assisted language learning
- Online learning platforms
- Educational and mobile applications
- Social networking tools

Special Issue Editor:
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Articles:
Submissions should be well-written, and well-documented, research articles in English. Analysis and data can be quantitative or qualitative (or both). Manuscripts are reviewed and evaluated anonymously by the special issue review team members of *CALL-EJ*. Papers are evaluated for the degree of scholarly research, relevance, originality of conclusions, etc. Submissions should:

- be of relevance to language educators and CALL researchers or practitioners.
- be blinded (made anonymous for review purposes).
- be up to **5,000** words (not including appendices).
- have paragraphs separated by being indented, and subheadings (**bold**) used throughout for the convenience of readers - not numbered headings.
- have a supplementary file, including the article's title, the author's name, affiliation, contact details, and word count at the top of the first page, submitted along with the blinded paper which will NOT be made available to reviewers.
- have tables, figures, appendices, etc. included in the main file in the appropriate places, and also attached as supplementary files if necessary.
- have an English abstract of up to **200** words *Abstracts are important and used by reviewers to determine whether they wish to review the paper.
- follow **APA Guidelines (Ver. 7, 2019)**.

All the submissions must go to the special issue editor, Dr. Ehsan Namaziandost (e.namazi75@yahoo.com) not later than the deadline.