



A Special Issue on Second Language Assessment in Online Classes: New Trends

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It is evident that the ongoing development of new digital technologies has paved the ground for gaining knowledge and skills in the virtual environments. Over the last decades, learning in virtual environments has been extensively welcomed across the globe. A lion's share of this extensive popularity is due to the outstanding advantages of learning in the virtual environments, including added flexibility and self-paced learning, better time management, demonstrated self-motivation, improved virtual communication and collaboration, a broader, global perspective, refined critical-thinking skills, and new technical skills. Using effective assessment practices is an integral part of effective instruction in virtual environments. Owing to the unique features of virtual instruction, the assessment practices used in this setting are certainly different from those adopted in face-to-face classes. This implies that assessment practices should be designed, administered, and scored tailored to the unique features of virtual learning environments. Despite the paramount importance of this issue, it is interesting to note that second language assessment in the online classes has received scant attention in the literature. Thus, this issue aims to collate original research and review articles addressing it.

Potential topics include but are not limited to the followings:

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- Ethical Issues and fairness in online assessment practices
- Reliability Issues in online assessment practices
- Validation in online assessment practices
- Computerized-assessment practices in online classes
- Dynamic assessment approaches (one-on-one dynamic assessment, group dynamic assessment, computerized dynamic assessment, and peer dynamic assessment) in online classes
- Alternative assessment approaches (e.g., self-assessment, peer-assessment, and portfolio assessment) in online classes
- Digital assessment literacy of L2 teachers and L2 learners in online classes
- Learning-oriented assessment in online classes
- Wash-back effect in online assessment practices
- Designing, Administering, and Scoring assessment practices in online classes

Deadline: July 31, 2023

Publication Date: October 1, 2023

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 **8,000** 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)**.
- Similarity level must be less than 15%.

Important Note:

All the submissions must go to the special issue lead editor, Dr. Ehsan Namaziandost (e.namazi75@yahoo.com) not later than the deadline. All submissions will be firstly checked by the Lead Editor; then the Lead Editor can assign the manuscripts to the guest editor/s.