

CALL FOR PAPERS – Articles in English, Italian, Spanish

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Special Issue:

Rethinking foreign language teaching through the lens of the 2020 remote teaching experience: Theoretical reflections and practical applications

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Since March 2020, as governments around the world adopted measures aimed at limiting the spread of COVID-19, many schools and universities were temporarily closed. In many cases, this resulted in a shift to Remote Teaching or Integrated Digital Teaching, through online platforms. Millions of students and teachers were impacted by these sudden changes, including teachers and students in foreign language classes, who were compelled to quickly reconfigure teaching and learning. The move on-line demanded a complete re-thinking of educational activities, as instructors were forced to create new and original pedagogical approaches in order to maintain students' interactions with the instructor and with their peers and to support parallel and balanced development of different competences and abilities (Corder & U-Mackey, 2010; Kern, 2011). Yet, the resulting innovations, while spurred by remote teaching, need not be limited to it. These changes have the potential to encourage broader reflection and radical and long-lasting changes to foreign language teaching.

The aim of this special issue is to bring together articles that focus on issues that have arisen with the shift to Remote Teaching/Integrated Digital Teaching in the context of the Covid-19 pandemic, and that, through a strong empirical or theoretical foundation, make the case for ways in which these changes might have implications for foreign language teaching and learning more broadly. We therefore invite proposals for papers in Italian, English or Spanish, which address the topic of changes to foreign language teaching/learning in the context of the current health emergency—in particular, experiences with Remote Teaching and Integrated Digital Teaching—and their repercussions for foreign language teaching in general. We welcome both theoretical and empirical papers, taking a range of qualitative and quantitative methodological approaches (e.g., case studies, experimental or quasi-experimental studies, discourse analysis, etc.), regarding the following topics:

- effectiveness of pedagogical interventions
- feedback from the teacher and / or from peers
- teaching methods / approaches / tools
- input (role, processing, treatment)
- output (role, processing, treatment)
- assessment of language skills

We also invite proposals for book reviews related to the above topics, and we particularly welcome reviews in a language different from the book under review.

Deadlines

10 February 2021: Abstracts of up to 500 words (bibliographic references excluded) are due to special_issue@e-journal.org. Abstracts should be written in the language in which authors intend to submit the article (Italian, English or Spanish).

20 February 2021: Authors will receive feedback on their abstract, as well as guidelines for final submission

20 April 2021: Full papers are due. Submit online at http://www.e-journal.org/submission_form. Submissions must include article, abstract (max 150 words) and keywords.

All articles will be reviewed by the special issue editors in consultation with the editors-in-chief, before being sent for external, double-blind peer review (review procedures are available at [this link](#)). Once the reviews have been received, authors will be asked to revise their articles as needed.

10 September 2021: Final versions of articles due to the journal.

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Bibliographic references

Corder, D., & U-Mackey, A. (2010). Integration of technology for effective learning, teaching and assessment. In M. Levy, F. Blin, C. B. Siskin, & O. Takeuchi (eds.), *WorldCALL: International perspectives on computer-assisted language learning*. Routledge, pp. 188-201.

Kern, R. (2011). Technology and language learning. In J. Simpson (Ed.), *The Routledge Handbook of Applied Linguistics*. Routledge, pp. 200-214.