

LANGUAGE. LEARNING. TECHNOLOGY. // CALL FOR PAPERS

THEME.

The advances in information and communications technology during the last two decades have had an undeniable impact on communicative practices. As more consumers make use of digital and mobile devices as well as the varied internet-based applications of the Web 2.0, such developments also have repercussions for foreign language pedagogy and research. The availability of authentic and multimedia discourse and texts in an ever connected world is fundamentally transforming the demands on and the possibilities within the language classroom. Learning management systems such as Moodle and Schoology make it possible to 'blend' face-to-face instruction and online collaboration. Innovative internet and communication technologies facilitate telecollaborative learning across spatial and cultural borders, and the plethora of social media – Facebook, Twitter, YouTube, fandoms, to name but a few – allow learners to participate in and even initiate authentic foreign language discourses whenever and from wherever they want. Yet, as Gonzales-Lloret and Ortega (2014: 1) argue, “no matter how exciting new technologies for language learning may seem, they can become nothing more than entertainment unless their design, use, and evaluation are guided by viable educational and language developmental rationales.” Educational rationales, including innovative curriculum design, effective forms of classroom cooperation, evolving roles of teachers and learners within this setting, and product - and process-oriented forms of assessment need to be continually revisited in light of rapidly evolving technology. These new challenges call for innovative and creative research methods to investigate the process of language learning and teaching in the 21st century language classroom.

The theme of Language. Learning. Technology. revolves around the following three topics and the conference aims to explore these topics and the connections between them. Example questions given are not all encompassing:

— RESEARCH METHODOLOGY.

How can interdisciplinary research inform teaching and learning approaches? How can classroom-integrated research be designed effectively? How are quantitative and qualitative methods integrated in analyses to uncover the student experience? Which data collection techniques, or combination of techniques, is capable of capturing the multimodality of tech-based learning processes and learning with mobile devices?

— TECHNOLOGY.

How effectively are new media used by students inside and outside of the classroom? How do pedagogical approaches need to be **adapted to incorporate technology effectively? How can technology improve students' access to interactional opportunities?** What is the efficacy of mobile apps, e.g. mobile games, for language learning inside and outside the classroom?

— LANGUAGE LEARNING.

How can linguistic development be promoted through online or blended learning? What learner strategies are effective in supporting the use of technology for language learning? How do learners adapt their language use in the computer-mediated communicative context? How can technology facilitate management of mixed-ability classrooms?



CONFERENCE PARTICIPATION.

Abstracts are invited for topics relevant to the above outlined conference theme. We encourage applied linguistic scholars and language educators to participate with original research-oriented papers, best practice reports or posters. Submission: Abstracts of maximum 400 words

— RESEARCH PAPERS (20 MINUTES + 10 MINUTES FOR QUESTIONS).

Research papers should report on empirical studies representing an original contribution to the field. In line with the focus of the conference, proposals and the subsequent presentations should include a concise summary of the research design.

— PRACTICE REPORTS (10 MINUTES + 5 MINUTES FOR QUESTIONS).

Practice reports are designed to allow more practice-oriented presentations. Reports should illustrate innovative, technology supported teaching materials or approaches. Practice reports will be scheduled together in language teaching practice-oriented sessions.

— POSTER PRESENTATIONS (DISPLAYED DURING THE CONFERENCE).

Posters may report on either empirical research studies or practice-oriented teaching materials/approaches. Posters will be displayed for the length of the conference. Time will be additionally allotted for a dedicated poster session.

ABSTRACT SUBMISSION.

Preferably via the LinguistList at: <http://linguistlist.org/easyabs/LLT2015> »

Alternatively by e-mail at: LLT-conference@leuphana.de »

- ▶ *If submitting by email, please submit an anonymized abstract as well as an abstract containing your personal details. Please be sure to specify whether the submission is for a Research Paper, Practice Report, or Poster Presentation.*

SUBMISSION DEADLINE.

May 31, 2015

NOTICE OF ACCEPTANCE.

By July 31, 2015