



Call for Papers Special Issue: Technology and Teacher Education

Guest Editors: Yong Zhao and Seppo Tella

While research has traditionally focused on the interface between technology and language learners, the role of teachers as mediators between technology and the learner has received less attention. In this special issue of LLT, we invite submissions that investigate the role of teachers in technology-enhanced language education, explore the process by which teachers integrate technology into their pedagogical practices, and probe the social, psychological, communicative and cognitive arrangements necessary for teachers to make creative and appropriate uses of technology in language learning.

Possible issues include but are not limited to the following:

- How do teachers learn to incorporate information and communication technologies into their teaching?
- What should teachers know in order to effectively use technology in their teaching?
- In what ways do technological innovations interact with existing pedagogical practices?
- What sort of teacher education solutions help teachers realize the educational potential of ICT?
- What psychological and social factors influence teachers' use technology?
- What pedagogical, technological, social, and psychological conditions are necessary for successful integration of technology in the foreign language classroom?

Please note that all articles published in LLT, including in this special issue, should either report on original research or present an original framework that links previous research, educational theory, and teaching practices.

Those interested in contributing to this special issue should send an e-mail of intent with a 250 word abstract by December 30, 2000 to the guest editors:

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