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CALL FOR PAPERS

Call for papers on technology in practice forum

About Technology in Practice Forum

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The integration of technology into language teaching and learning has become the norm in recent years. It is therefore more important than ever for practitioners and researchers to share those pedagogical practices that work well and those that do not, identify practical challenges in technology integration and evaluate its impact. The *Technology in Practice* (TIP) *Forum* aims to provide a space for language teachers and teacher educators to reflect on their pedagogies, with a focus on the intersection of education and computer-assisted language learning (CALL).

In particular, the TIP Forum publishes pedagogically oriented articles that describe the implementation of a CALL-based technology, task, activity, or assessment for a specific purpose related to language teaching or teacher education. Submissions are welcomed from those who work in a diversity of contexts (e.g., K-12, higher education, or professional contexts).

The audience for the TIP Forum includes graduate students, practitioners, and teacher educators. Notably, the Forum places pedagogy at the forefront, meaning that contributions are intended to provide practical descriptions and insights. To facilitate this, submissions are encouraged to follow the guidelines below.

Guidelines for Authors:

- Word length: Initial submissions should not exceed 5,000 words (including references, but not including any appendices).
- Citations: Authors are encouraged not to exceed 15 references.
- Sections of the manuscript: Submissions typically contain the following five sections: 1. Introduction, 2. Instructional Context, 3. Description of Teaching Practices, 4. Practical Benefits and Challenges, and 5. Lessons Learned.
    a. *Introduction* - Open by explaining the aims of the pedagogical practice. For example, is it a tool/activity/assessment that you are highlighting in this Forum article? Why are you highlighting it (i.e., for what purpose)? If any existing or related research exists, be sure to briefly justify its use.
    b. *Instructional Context* - Explain information about your teaching context, such as the location, the age of the learners, their proficiency level, and information regarding student and/or instructor access to technology, etc. What problem did the introduction of the technology aim to tackle, or what new opportunity was it used to achieve?
    c. *Description of Teaching Practices* - Explain in detail how you instituted the tool/activity/assessment in your context. Include any tables or figures that may help readers better understand what you did and how you did it.
    d. *Practical Benefits and Challenges* - Reflect on some of the benefits you observed while adopting the tool/activity/assessment (e.g., aspects of student engagement, learning, etc.). Additionally, report some of the issues you encountered and how you dealt with them.

These can be challenges you faced as a teacher and/or challenges students faced when engaging with the tool/activity/assessment. Your discussion of the benefits and challenges may stem from your observations as a teacher, or they may come from other sources of data (e.g., a classroom survey or interviews with students).

e. *Lessons Learned* - Close the piece by providing readers with a few practical tips or takeaways to consider when implementing the tool/activity/assessment in the future.

- Language use/proofreading: Prior to submission, authors should ensure that a) they have carefully proofread their work, or b) their work has been proofread by a professional familiar with academic English.

For prospective authors who have additional questions, please contact the TIP Forum editors:
Matt Kessler (kesslerm@usf.edu) or Mimi Li (mimi.li@tamuc.edu).