



Call for Papers: Teacher Training and CALL

Special Issue Editors: Nike Arnold and Lara Ducate

While educational policy (United States Department of Education, 2010), professional standards (Healey, Hanson-Smith, Hubbard, Ioannou-Georgiou, Kessler, & Ware, 2011; National Council for Accreditation of Teacher Education, 2008), and students (Pew Internet and American Life Project, 2002) have all stressed the need to integrate technology into schools, actual implementation is unfortunately sometimes lagging behind (American Council for the Teaching of Foreign Languages, 2011) as teachers are often not ready to make (effective) use of CALL technologies and methodologies (Oxford & Jung, 2007). After considerable research on teacher attitudes and beliefs regarding CALL, the field is now at a point where we need to address another crucial factor affecting the degree and quality of implementation: teachers' CALL competencies and knowledge base. This necessity is evident in the recently published TESOL Technology Standards (Healey et al., 2011). While some teachers now receive CALL training (American Council for the Teaching of Foreign Languages, 2011), it is not always adequate or effective (Hubbard, 2008; Kessler, 2006; Kılıçkaya, 2009)—a main reason why CALL is not used to its full potential (Healey et al., 2011). In fact, new teachers themselves have reported worryingly high levels of dissatisfaction with their preparation (Kessler, 2006; National Education Association, 2008). Therefore, teacher educators have begun to think anew about the nature of CALL training and education (Garrett, 2009; Hubbard & Levy, 2006). This special issue of *Language Learning and Technology* addresses the question of how to prepare (future) L2 teachers to make effective use of CALL, with particular focus on developing teachers' skills and competencies and the content and format of CALL training/education.

Possible topics include, but are not limited to:

- Longitudinal studies on L2 teachers' preparation for and use of CALL in their classrooms
- How L2 teachers' skills and knowledge are shaped by academic coursework and informal learning
- The role and effectiveness of national or international standards on teacher training in CALL, such as those by TESOL, NCATE, and the Council of Europe
- Effective training formats for promoting CALL competencies and knowledge
- Limitations of CALL training and how to address them
- Development of teachers' skills, competencies, and knowledge base
- Connections between training and teachers' CALL implementation
- Factors that complement/affect training and the development of competencies/knowledge and how to address them

Please consult the LLT Website for general guidelines on submission (<http://llt.msu.edu/contrib.html>) and research (<http://llt.msu.edu/resguide.html>); please also notice that articles containing only descriptions of software or pedagogical procedures without presenting in-depth empirical data and analysis on language learning processes or outcomes will not be considered.

Please send your letter of intent and a 250-word abstract by June 1, 2013 to llt@hawaii.edu.

Publication timeline:

- June 1, 2013: Submission deadline for abstracts
- June 15, 2013: Invitation to authors to submit a manuscript
- November 1, 2013: Submission deadline for manuscripts
- February 1, 2015: Publication of special issue