



Call for Papers for *Language Learning & Technology* Special Issue Qualitative Research in CALL

Special Issue Editors: [Mike Levy](#) and [Paul Moore](#)

Qualitative research encompasses a range of approaches and methods, and it is diverse in its scope and ambition (Hammersley, 2013). Still, in spite of its range and diversity, qualitative research frequently has a number of recurring themes or features:

- It emphasises what happens in natural settings, including the classroom, rather than what occurs under experimental conditions.
- It predominantly involves verbal rather than numerical data and analysis.
- It focuses on the individual experience.
- It attends to the particular attributes and parameters of the context.
- It uses a flexible, inductive, data-driven approach.

Research approaches include case study, interview, narrative enquiry, ethnography, phenomenology, and grounded theory. Data collection methods include observations, interviews, verbal reports, diaries, and interaction analyses of different kinds.

In a recent paper on the role of qualitative approaches to research in CALL, Levy (2015) emphasised the importance of understanding the language learner's experience online as it is shaped and constrained by the attributes of the learning environment. Along similar lines, O'Rourke (2008, 2012), highlighted the value of seeking out alternative data and analytical techniques, such as collecting attentional focus data moment-by-moment in an online interaction, or analyzing interactional tempo data related to online turn-taking. Here qualitative research can help further our understanding of the ways in which the technology mediates interaction and thereby online learning.

This special issue of *Language Learning & Technology* seeks to provide a variety of qualitative research studies in CALL with a particular focus on how a qualitative perspective can serve to provide new insights and approaches and also, potentially, new or extended research agendas for the field. Mixed methods studies are welcome, provided that the qualitative component is not subordinated to the quantitative component either in the data set or in the analysis and discussion. Finally, in order to be considered for this special issue, proposals must present rigorous, empirical studies and report on actual language learning processes or outcomes.

Please consult the [LLT website](#) for general guidelines on submissions. Send a title and a 250- to 300-word abstract to llt@hawaii.edu by December 1, 2016.

Publication Schedule:

December 1, 2016:	Submission deadline for abstracts
January 1, 2017:	Invitation for authors to submit a manuscript
May 1, 2017:	Submission deadline for first draft of manuscripts
March 23, 2018:	Submission deadline for final draft of manuscripts
June 1, 2018:	Publication of special issue

For Further Information:

If you have any questions, please contact the Managing Editor at llt@hawaii.edu.