CALL FOR PAPERS

Call for papers for a special issue on Multimodality in Relation to Learning Processes and Gains

About This Special Issue

Guest Editors: Bronson Hui and Matt Kessler

Over the past several years, the concept of multimodality has gained increasing attention in a number of fields, including applied linguistics and second language acquisition (SLA). Within the domain of CALL, scholars have examined teachers’ perceptions of multimodal activities in digital contexts, how L2 learners leverage different modes when engaging in internet-based reading and writing tasks, and the relative influence of different modes on L2 comprehension and vocabulary gains.

At the same time, there is a paucity of research in this area that investigates the connections between L2 learning processes and outcomes. That is, most of the literature to date has tended to independently examine issues of multimodal processes or the effects of different modes, respectively. Thus, CALL research is needed that adopts established SLA theories to examine how L2 learners engage with different multimodal activities/tasks, and how learners’ engagement leads to (or does not lead to) different learning outcomes (e.g., vocabulary gains, grammar gains, pragmatic learning, increased metacognition, motivation, etc.). To do that, researchers can take advantage of state-of-the-art methodological tools, which provide crucial insights into the happenings during learning and help researchers move beyond treating learning processes as a black box. Including both process and outcome measures allows researchers to make the necessary connections in CALL between technology, learning conditions, processes, and outcomes.

In order to encourage more scholarship in this area, this special issue invites submissions that investigate multimodality in the area of CALL. In particular, this special issue aims to explore different aspects of multimodality in CALL by connecting students’ learning processes with subsequent learning outcomes. For example, studies might focus on issues pertaining to L2 digital multimodal composing, reading, vocabulary learning, pragmatics, language testing, or additional areas. Crucially, because the focus is on explaining the relationship and/or making connections between L2 learning processes and subsequent outcomes, contributing authors are expected to firmly ground their studies in either a specific SLA theory or a general theory of learning and education. Authors should also clearly explain how they intend to measure (in quantitative or mixed methods studies) or describe (in qualitative studies) both L2 learning processes and gains.

For this special issue, preference will be given to studies that adopt either quantitative or mixed methods approaches; however, qualitative studies will also be considered. We encourage submissions that adopt methods that can unveil the learning processes the learners go through, including but not limited to verbal reports (e.g., stimulated recall, think alouds), eye-tracking, system logs, and/or keystroke logging. Classroom-based studies are also strongly encouraged. Finally, in accordance with recent calls for open-science practices in the field of applied linguistics at-large, we ask that authors contributing to the special issue follow open-science practices to the extent that is possible, including sharing materials, sharing data (and codebooks), and pre-registration (e.g., see Center for Open Science).
Guidelines for Authors

Articles should be limited to 8,500 words. For more information, please refer to the submission guidelines. To be considered for this special issue, which will appear in Volume 29, Issue 3 in October 2025, please submit a title and maximum 300-word abstract through this online form by February 1, 2024. Questions can be sent to Bronson Hui (bhui@umd.edu) and Matt Kessler (kesslerm@usf.edu).

Publication Schedule

August 1, 2023: Call for papers
February 1, 2024: Submission deadline for abstracts
February 15, 2024: Invitation for authors to submit full manuscripts
July 1, 2024: Submission of the first drafts of full manuscripts
March 1, 2025: Submission of revised manuscripts
July 1, 2025: Submission of the final drafts of manuscripts
October 2025: Publication of final manuscripts in the special issue

For Further Information

Please contact the Managing Editor at llt@hawaii.edu with questions.