CALL FOR PAPERS

Call for papers for a special issue on Semiotics in CALL: Signs, meanings and multimodality in digital spaces

About This Special Issue

Guest Editors: Liudmila Klimanova and Lara Lomicka

In today's ever-changing learning landscape when the global pandemic has significantly restricted movement across physical spaces and geographical borders, more and more instructors use digital tools to offer language learners virtual experiences with the target cultures and communities. Studies have begun to explore how digital spaces and dynamic digital imagery can enable ways for learners to interact and practice meaning making in virtual contexts (see Messina Dahlberg & Bagga-Gupta, 2016; Pertusa-Seva & Stewart, 2000; Han, 2019; Godwin-Jones, 2016, 2017). Images have long been a staple in language instruction, providing a cultural context or introducing new vocabulary in lower levels, and supporting critical thinking and insightful discussions in upper-level literature and culture courses (Bournes, Krueger, & Mills, 2020; Glisan & Donato, 2017; Johnson & English, 2003; Smith & Bley, 2012). The power of imagery is in its capacity to capture visual depictions of cultural products and practices in close connection to a particular location in the world and to a concrete moment in time (Klimanova & Hellmich, 2020). Digital spatial and semiotic tools provide access to an infinite number of dynamic images and semiotic symbols that can enhance cultural learning and include experiences such as digital mapping, linguistic landscapes, virtual study abroad, digital literacies (including open resources), and augmented reality. Digital maps, for example, have been found to create a powerful interactive visualization environment for critical learning experiences (Sinton & Lund, 2007). Such tools foster spatial connections between geographical locations and critical historical, cultural, and social issues (Apgar, 2018; Goldfield & Schlichting, 2007), enhance relations between space, time and personal narrative (Hetland, 2017), validate authenticity of movement and mobility (Sinton & Lund, 2007), and enrich classroom collaboration and communication (Sokolik, 2011). Semiotic technologies, especially interactive ones, enhanced with visual artefacts of urban spaces and place-oriented cultural practices, mentally transport us to another place and\or time and reveal through a sociological analysis the ways that the spatial arrangements of cultural communities are meaningful (Krase & Shortell, 2011).

This special issue of LLT Journal will be the first substantive scholarly collection of articles that will explore the potential of semiotics in CALL through virtual study abroad, linguistic landscapes, spatial and social digital tools and literacies, geolocating tools, augmented reality, GIS maps, 360-degree imagery for the teaching of languages, literatures, and cultures. We understand semiotics as the study of signs, images, and codes, can be used to produce, convey, and interpret messages and the codes that govern their use (Smith, Moriarty, et al., 2004). The articles in this special issue will address the impact of semiotic tools (digital, spatial) on language learners' perception and interpretation of linguistic and cultural practices at home and abroad, and outline recent research on classroom integration of spatial technologies, augmented reality, virtual study abroad, digitized linguistic landscapes, digital mapping, open resources, digital literacies and semiotic tools. We envision that this special issue will highlight the numerous potentials semiotics in CALL offer for language learning and teaching, and address theoretical, empirical, and pedagogical approaches that connect classroom language instruction to the multifaceted contexts and challenges of language use beyond the classroom, particularly in digital spaces.

Guidelines for Authors

The editors of the Special Issue of the LLT Journal seek contributions that present theoretically grounded

and methodologically rigorous empirical research as well as articles that feature novel methodological approaches and classroom-based investigations on diverse approaches to second language learning, focusing specifically on spatial and digital semiotics, augmented reality, VR, virtual study abroad, digital mapping, virtual linguistic landscapes, and others.

Articles should be no longer than 8,500 words (including references, but not appendices). For specific guidelines, refer to the *LLT* submission guidelines. Authors are encouraged to contextualize their contribution within appropriate theoretical and developmental frameworks. Please note that articles containing only descriptions of software or pedagogical procedures without presenting in-depth empirical data and analysis on language learning processes or pragmatic outcomes will not be considered.

To be considered for this special issue, which will appear in volume 27, issue 1 in February of 2023, please submit a title and a 350-word abstract through this online form by June 1, 2021.

Publication Schedule

June 1, 2021	Submission deadline for abstracts
June 15, 2021	Invitation for authors to submit manuscripts
November 1, 2021	Submission deadline for first drafts of manuscripts
July 1, 2022	Submission deadline for revised manuscripts
November 1, 2022	Submission deadline for final drafts of manuscripts
February 1, 2023	Publication of special issue

For Further Information

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

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