

Call for *Advances in CALL Research* series editor

After seven years of stellar stewardship as the series editor of the *Advances in CALL Research* series (ISBN 978-1-78179-828-7), Greg Kessler will be leaving this position. We therefore seek a Series Editor, ideally to begin on June 1st, 2022. The new series editor would work with Greg Kessler for a year before becoming the sole series editor. The initial appointment would be for three years and renewable upon mutual agreement by the editor, the CALICO executive board, and Equinox Publishers.

Duties of the Book Series Editor:

- Solicit a Call for Proposals for the CALICO Books Series every spring (see below).
- Work closely with the CALICO Journal editorial board to vet proposals submitted by potential editors each spring.
- Assist the guest editor(s) and/or author(s) as they work on the manuscript(s). The involvement of the editor can vary greatly depending on the experience, comfort and needs of the guest editor(s).
- Attend the annual CALICO conference where they provide an annual report at the Executive Board meeting and attend the CALICO Journal's Editorial Advisory Board meeting.
- Serve as *ex officio* member of the CALICO Journal's Editorial Advisory Board.

Each book/monograph/volume:

- is published 2 years after the initial proposal is accepted. Two sample proposals (2017 and 2018) can be found below, including specific timelines.
- can include single authored monographs or multi-authored collections around a central theme. In the case of a multi-authored volume, authors can be invited, or an open call can be distributed through the CALICO list-serv and extended communities.

For further information regarding the position, please contact Greg Kessler at kessler@ohio.edu and cc calicojournal@equinoxpub.com.

Please submit your expression of interest along with your abbreviated CV or your nomination of a candidate for series editor of the *Advances in CALL Research* series **no later than April 15th, 2022** to the CALICO Journal editors at calicojournal@equinoxpub.com. Those interested in or are nominated for the series editor position should be active members of CALICO.

Proposal for the 2017 Advances in CALL Research and Practice Book Series

Provisional Book Title: *Learner Autonomy and Web 2.0*

Call for Abstracts

The 2017 CALICO Monograph, published by Equinox, aims to explore how the notion of learner autonomy is being reshaped within Web 2.0 environments. In early definitions, dating from the 1980s, learner autonomy was largely conceived of in terms of individuals working in ‘self-access’ mode, selecting the learning resources and methods they saw as effective, in pursuit of personal goals, perhaps with the aid of a learning adviser (Holec 1981). Other theorists of learner autonomy - such as Dam (1995), Little (2012) or Trebbi (1989) - viewed the concept as having a social dimension, rather than being purely individualistic. This second view of learner autonomy is more and more relevant given the advent of social media, where students have unprecedented opportunities for collaborative learning (Lamy & Zourou 2013). Consequently, social theories of learning (e.g. sociocultural theory, communities of practice, connectivism) have increasingly informed research into learner autonomy in foreign language learning (see Murray 2014). Of equal importance is the opportunity afforded by Web 2.0 of using multiple modes for making meaning, in learning to communicate online. This has enabled some to suggest a possible recasting of learner autonomy in the digital world as ‘the informed use of a range of interacting resources in context’ (Palfreyman, 2006; Fuchs, Hauck and Müller-Hartmann, 2012). Others may feel that being digitally literate alone does not constitute learner autonomy in the online world. The question is: ‘What does?’

In this monograph, we welcome chapters grounded in sound theoretical frameworks and/or analyzing empirical data which investigate how learner autonomy intertwines with the social and/or the modal affordances of Web 2.0 environments. The questions raised for educational users of Web 2.0 environments about the relationship between CALL and learner autonomy include, but are not restricted to:

- Do online learners *require* or *acquire* learner autonomy in practising CMC?
- What affordances of CALL environments, and more particularly Web 2.0 environments, could help develop the different facets of learner autonomy?
- How do (a) digital literacy and (b) L2 proficiency relate to learner autonomy in online environments?
- What space exists for individuals to exercise learner autonomy in Web 2.0? How does individual autonomy relate to group autonomy in Web 2.0?
- How can online learning tasks be designed to foster both individual and group autonomy?
- How can individual learning gain be monitored and assessed in Web 2.0?
- With such questions at stake, what is the expected role of language centers?
- Which (new, or existing) forms of counselling may foster students’ learning-to-learn skills within Web 2.0 environments?

Interested authors should send a chapter abstract (200-300 words, plus references) and an author biography (100 words) to calico2017monograph@gmail.com before Monday July 15, 2015.

Timeline

<i>Deadline for submission of abstracts</i>	<i>15 July 2015</i>
<i>Notification of contributors</i>	<i>31 August 2015</i>
<i>First draft of papers to be submitted</i>	<i>1st Dec 2015</i>
<i>Second draft of papers to be submitted</i>	<i>15 Apr 2016</i>
<i>Special Issue to be published</i>	<i>April 2017</i>

Proposal for the 2018 Advances in CALL Research and Practice Book Series

Editors

Stephanie Link, Oklahoma State University

Stephanie is an Assistant Professor of TESL/Applied Linguistics in the Department of English at Oklahoma State University. She received her PhD in Applied Linguistics and Technology from Iowa State University. Her primary research interests are in the development and validation of emerging technologies for computer assisted language learning with a special focus on L2 writing development, genre analysis, and systemic functional linguistics. Her research can be found in *CALICO Journal*, *CALICO Monograph Series*, *Journal of English for Academic Purposes*, *Journal of Second Language Writing*, *SYSTEM*, and *TESOL Quarterly*.

Jinrong Li, Georgia Southern University

Jinrong is an Assistant Professor in the Department of Writing and Linguistics at Georgia Southern University. Before that, she taught at Iowa State University and Boston University. Her research interests include computer-assisted language learning, online language teaching and learning, L2 writing instruction and assessment, and research methods in applied linguistics. She has presented at CALICO, Second Language Research Forum, AAAL, and Technology for Second Language Learning Conference, and her work has been published in *Journal of Second Language Writing*, *Assessing Writing*, *CALICO Journal*, and *International Journal of Computer-Assisted Language Learning & Teaching (IJCALT)*.

Tentative Title

Issues and Challenges in Assessment of Online Language Education

Description

In *Issues and Challenges in Assessment of Online Language Education*, we propose an edited collection that will address research in and issues surrounding theoretical, pedagogical, and practical approaches to assessment of online language teaching and learning. This topic has become increasingly more timely with the introduction of vast options for online language learning, such as mobile technologies, open-source learning platforms, and artificial intelligence software. It is generally believed that these advancements in technology help to optimize learning and enhance teaching practices; thus, language learning opportunities have been made widely available online. However, evidence documenting the success of online learning is limited, raising questions about the impact of online language education on learning and teaching. Most recent discussion has established the concern for measuring proficiency outcomes in online language education (Tarone, 2015). Yet, the challenges of assessment expand beyond the call for standardized and validated proficiency measures to the evaluation of teaching practices, activities, modules, tools, and overall courses.

In particular, the past few years have seen a heightened awareness of the lack of understanding of how to adjust teaching approaches and methods in order to allow students to have similar learning experience or to achieve the same outcomes in online courses (e.g., Cunningham, 2014; McBain et al., 2016). The increasing number of presentations at CALICO conferences have also demonstrated the growing interests in and concerns for assessment issues in online language teaching and learning and how they would affect the effectiveness of online courses. Lafford, Wermers, and de Ramirez, for example, discussed the assessment of online foreign language faculty and argued for the need to develop a new model of an evaluative rubric in 2014 and 2015 conferences. It is obvious that the issues and challenges in assessment of online language learning have noticeable impact on the entire learning process: before online learning takes place (e.g., needs analysis and assessment of teacher readiness), during the process of online learning (e.g., assessing interaction and engagement), and after online education has been implemented (e.g., washback studies). The shift from understanding of online language learning as supplementary activities toward an understanding of it within an emerging framework provides justifications for this collection. Therefore, the goals of this edited volume are to bring together researchers and practitioners to address a number of topics that have yet to be fully elucidated in the assessment of online language education. Specifically, we invite theoretical or empirical papers on or related to the following topics:

- Assessment of online language learning and learners' language proficiency development
- Validation of assessment measures for gauging online language development
- Longitudinal research assessing emerging proficiency gains online
- Integration of proficiency assessment in online course design
- Evaluation of online teacher performance

- Issues and challenges concerning assessment of online language education
- Best practices of online language teaching
- Teacher training for online language course development
- Needs assessment for online teacher training
- The effectiveness of online language learning activities, modules, tools and courses
- The impact of assessment on online language teaching practices
- Assessment of learning outcomes for online versus face-to-face courses

Potential authors will be requested to submit an abstract of no more than 300 words to the editors Stephanie Link and Jinrong Li. Authors should also submit an academic biography of no more than 100 words to steph.link@okstate.edu and jli@georgiasouthern.edu. Following review, successful authors will be invited to submit their full paper in line with the schedule given above.

Detailed procedures for soliciting and refereeing manuscripts for the chapters

Step 1: Author invitations and Call for Chapter Proposal

We will first invite suitable authors to contribute to specific sections of the edited volume. The invited authors will be selected based on their publication records and current research interests. Prospective authors with relevant research projects presented at CALICO and other conferences on technology and language learning (such as Computers and Writing Conference), or with previously published work on relevant topics, will be contacted and invited to submit chapter proposals. Meanwhile, the Call for Chapter Proposal will be sent to professional listservs frequently used by language education professionals, such as the CALICO listserv and the Language Learning Technology International Information Forum. We will also share the Call for Chapter Proposal through contacts in different professional organizations and educational institutions.

Step 2: Chapter proposal submissions

Prospective authors will be asked to submit their proposals to the editors through emails and will receive an acknowledgement once the manuscript is received. The chapter proposal consists of 1) a tentative title and 2) an abstract explaining the aims, scope, and significance of the proposed chapter (300 words).

Step 3: Chapter proposal review

The editors will review all chapter proposals, and make decisions of acceptance or rejection based on 1) the relevance of the proposed topic to the theme of the volume, 2) the impact on the development in the field, 3) the originality of the proposed work, and 4) the quality of the overall research. The editors will notify the authors of the results of the review through emails.

Step 4: Full chapter submissions

Authors who are invited to submit full chapters will submit complete chapters following CALICO's guidelines for manuscript preparation

(<http://www.equinoxpub.com/journals/index.php/CALICO/about/submissions>).

Step 5: Manuscript review

The editors will provide each manuscript with a reference number and author with an acknowledgement receipt. The reference number helps keep track of the progress of the manuscript throughout the refereeing and revision process. Each manuscript will be sent to two external referees for double-blind reviews. Based on the external reviewers' recommendations, the editors will decide if a manuscript is accepted, rejected, or needs to be revised and resubmitted. If a revised manuscript is believed to not meet the publication requirements after the revision, the editors may inform the author that their submission needs further revision or is not accepted.

Once the revision and final reviews are completed and the manuscripts meet the requirements of the editors, the authors will be informed about the acceptance of the chapters and the next step of copyediting through emails.

Production Timeline

First Call for Abstracts and author invitation	1 March 2017
Deadline for submission of abstracts	1 April 2017
Notification of contributors	15 April 2017
First draft of full papers to be submitted	15 September 2017
Returned to authors for changes	15 December 2017
Second draft of papers to be submitted	15 February 2017
Returned to authors for final changes	1 April 2017
Publication of the CALICO monograph	1 May 2018

References

Cunningham, U. (2014). Teaching the disembodied: othering and activity systems in a blended synchronous learning situation. *International Review of Research in Open and Distance Learning*, 15(6), 33-51.

Lafford, B., Wermers, J., de Ramirez, C. K. (2015). A new instrument for evaluating online foreign language faculty. Project presented at Computer Assisted Language Instruction Consortium. Boulder, CO, May 2015.

Lafford, B., Wermers, J., de Ramirez, C. K. (2014). Evaluating online foreign language faculty: issues and instruments. Project presented at Computer Assisted Language Instruction Consortium. Athens, OH, May 2014.

McBain, B., Drew, A., James, C., Phelan, L., Harris, K. M., Archer, J. (2016). Student experience of oral communication assessment tasks online from a multidisciplinary trial. *Education Training*, 58(2), 134-149.