

Call for Papers, Special Issue – May 2021**Researching Massive Open Online Courses
for language teaching and learning****Guest editors**

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Call for Papers

MOOCs (Massive Open Online Courses) started over a decade ago (Downes, 2008) and have consolidated as a pedagogical model with the potential to widen access to Higher Education. Foreign language learning has not been oblivious to this trend, and since 2012 we have had LMOOCs (Language MOOCs) – “dedicated Web-based online courses for second languages with unrestricted access and potentially unlimited participation” (Bárcena & Martín-Monje, 2014, p.1). In addition to open courses for the learning of language itself, there has been discussion and implementation of MOOCs for professional development purposes in the area of language teacher education (Manning et al., 2014; Borthwick, 2018). Teachers and researchers involved in technology-enhanced language learning have witnessed the growing interest in this field, with over 200 LMOOCs already on offer, 3 monographic volumes published on the topic (Dixon & Thomas, 2015; Martín-Monje & Bárcena, 2014; Qian & Bax, 2017), and panels devoted to LMOOCs at international conferences such as EUROCALL. Research into LMOOCs is emerging and expanding and is rapidly moving from anecdotal evaluations of practice to richer explorations of the LMOOC landscape.

We invite proposals for research papers presenting work on these and related topics:

- Internationalization and L2 learning through MOOCs
- Technical and pedagogical issues around LMOOC design
- MALL (Mobile Assisted Language Learning) and LMOOCs
- Cultural studies and MFL (Modern Foreign Language) MOOCs
- Integration of LMOOCs in formal education
- LMOOCs for social integration and employability
- Task design in LMOOCs
- Teacher and student roles in LMOOCs
- Social interaction in LMOOCs
- Learning analytics and LMOOCs
- MOOCs for professional development (language teacher education)

We particularly welcome proposals for joint papers which look at how aspects of the massive approach work pedagogically in different institutions around the globe, and what we might learn from the huge amounts of analytic data generated by a MOOC.

References

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- Borthwick, K. (2018) Support unsung heroes: Community-based language learning and teaching. In M. Kelly (ed.), *Languages after Brexit: How the UK speaks to the world* (pp. 185-194). Cham: Palgrave Macmillan. DOI: 10.1007/978-3-319-65169-9_16
- Dixon, E., & Thomas, M. (eds.) (2015) *Researching language learner interaction online: from social media to MOOCs*. San Marcos, TX: CALICO.
- Downes, S. (2008) Places to go: Connectivism & connective knowledge. *Innovate: Journal of Online Education*, 5(1), 1-6. <http://nsuworks.nova.edu/innovate/vol5/iss1/6>
- Manning, C., Morrison, B. R., & McIlroy, T. (2014) MOOCs in language education and professional teacher development: Possibilities and potential. *Studies in Self-Access Learning Journal*, 5(3), 294-308.
- Martín-Monje, E., & Bárcena, E. (eds.) (2014) *Language MOOCs: Providing learning, transcending boundaries*. Berlin: De Gruyter Open.
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Before submitting your paper, please refer to the journal's "Instructions for contributors" (<https://www.cambridge.org/core/journals/recall/information/instructions-contributors>). All papers must be submitted electronically via the *ReCALL* manuscript submission system: <https://mc.manuscriptcentral.com/recall>. Please clearly indicate "Special Issue 2021" when submitting your manuscript.

Timeline

- 30th May 2020: Deadline for submission of papers
- 30th August 2020: Authors notified of editorial decision
- 30th October 2020: Submission of revised papers
- 15th December 2020: Authors notified of final editorial decision
- 30th January 2021: Deadline for finalizing complete manuscript
- 1st May 2021: Publication (articles will appear earlier online in FirstView)

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