



*International Journal of Chinese Language Teaching (IJCLT)* is a fully peer-reviewed international journal published by Clifford Publishing, UK. It publishes biannually both original empirical research and systematic review studies on teaching and learning Chinese as a first and foreign language at all education levels. The journal accepts submissions written in English or Chinese. The journal is currently indexed/abstracted in premier academic databases like DOAJ, MLA International Bibliography, ProQuest, EBSCO Education, Gale-Cengage, and CNKI.

International Journal of Chinese Language Teaching

### **Special Issue on Technology-Enhanced Chinese Language Education**

Call for Papers

#### **Guest Editor**

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#### **Background**

Technology is nearly entrenched in every language teaching-learning cycle in the current digital era. Since the late 20 century, Technology-enhanced Language Learning (TELL) or Computer-Assisted Language Learning (CALL) has gradually gained popularity (e.g., Chapelle, 1994, 2007, 2009; Chapelle & Sauro, 2017; Salaberry, 1999). Arguably, Technology-Enhanced Teaching and Learning has become one of the fastest-growing research areas in applied linguistics and language education by drawing on cross-disciplinary work from educational technology, language pedagogy, instructional design, computational linguistics, and psychology. The rapid evolution of communication technologies has changed language pedagogy and learning, enabling new ways and strategies to boost participation and learning in broader communities. Recent years have witnessed an exponential increase in cutting-edge technologies in L2 instruction. During the COVID-19 global pandemic, online and hybrid learning have become the major teaching and learning mode (UNESCO, 2021), leading to unprecedented technologic revolution. Education sectors' rapid responses to the pandemic have evidenced that technology is key to bringing transformative changes in future education. In International Chinese Education, language educators have promptly integrated all sorts of modern technologies into L2 Chinese education to cope with the challenges encountered in teaching the language, sustain teaching and learning quality, and enhance learning outcomes. However, relevant scholarly research on pedagogic practices and their contributions to theoretical development remain scarce and therefore deserve further exploration.

## Aims and Scope

This special issue aims to showcase technological innovations and associated pedagogic applications in the practice of teaching Chinese as a second/foreign language (L2). Technology is here used in its broad sense. It refers either to technological contexts or environments where teaching and learning occur (e.g., online delivery platforms or micro-credentials) or to the digital tools or resources that mediate and facilitate teaching and learning. We welcome four types of articles (i.e., empirical studies, brief reports, critical reviews, and commentaries) that address issues falling within the following themes (but not limited to):

- 1) Language educational technology: exploration and innovation
- 2) Technology-assisted language instruction: implementation and impacts
- 3) Curriculum development: technology-related strategies and resources
- 4) Technology-assisted assessment: design and processes
- 5) Technologies in contexts: overview, review, and future directions
- 6) Professional development: technology-related language policies and teacher education

## Important Dates

Abstract submissions due: 31 March 2022  
Notification of acceptance: 15 April 2022  
Full paper due: 31 August 2022  
Revised paper due: 31 October 2022  
Final revised paper due: 15 December 2022  
Publication date: early 2023

## Submission Instructions

Abstracts and full papers can be in either English or Chinese. Each abstract should be limited to 500 English words or Chinese characters, including a title, five keywords, author(s)' full name, affiliation, and email address. Articles should be between 6000-9000 words (including notes and references). For formatting requirements, please refer to the journal's style guide and recent publications at [www.clt-international.org](http://www.clt-international.org). All submissions are subject to blind peer-review by experts in the field of your study. Enquiries about this special issue and submissions of abstracts and full manuscripts should be directed to Guest Editor, A/Prof Xiaoping Gao, at [xiaoping@uow.edu.au](mailto:xiaoping@uow.edu.au).

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**《国际汉语教学学报》**  
**科技赋能国际中文教育 专刊**  
**征稿启事**

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### 相关背景

在当今数字时代，科技几乎已贯穿于语言教学的方方面面。科技或计算机辅助的语言学习自上世纪末起逐渐盛行（Chapelle, 1994, 2007, 2009; Chapelle & Sauro, 2017; Salaberry, 1999, 2000），在兼容跨学科研究成果（教育科技、语言教学法、课程设置、计算语言学、心理学）的基础上，科技引领的教学已成为应用语言学及语言教育中发展最快的研究领域之一。传媒科技的迅猛发展改变了语言教学的方法及现状，催生了大量提升参与度及学习效果的新方法、新策略。近年来，创新科技在二语教育中的应用激增，成果有目共睹。尤其在新冠疫情期间，线上及混合式教学成为全球教学模式的主流（UNESCO, 2021），掀起了一场史无前例的教育革命。教育界对疫情的迅速反应足以证明科技是引领未来教育变革的关键要素。在国际中文教育领域，语言教师也迅速采用了各种创新科技手段来应对教学挑战，尝试提高教学质量与效果。然而，报告相关教学实践、探讨其理论意义及贡献的学术研究还相当匮乏，因此值得进一步探讨。

### 征稿主题

本期专刊旨在展示科技创新及相关教学法在国际中文教育中的应用，以期对相关研究者及教师有所启发。科技在这里采用较宽泛的定义，既包括二语教学发生的线上教学环境（如线上教学平台、微课等），也包括用于提高教学及测试效果的数字教学资源、媒介、应用等辅助手段。本期专刊接受四类文章，即实证研究、研究简报、系统综述和评论等，就如下主题（但不限于）进行阐释：

- 1) 语言教育科技：探索及创新
- 2) 科技辅助的语言教学：应用及效果
- 3) 课程发展：科技策略与资源
- 4) 科技辅助的测试：设计与应用
- 5) 不同背景下的教育科技：概览、回顾与展望
- 6) 专业发展：科技相关语言政策与教师教育

### 重要时间节点

摘要提交：2022年3月31日  
接受通知：2022年4月15日  
全文提交：2022年8月31日  
修改稿提交：2022年10月31日  
终稿提交：2022年12月15日  
刊出日期：2023年

## 稿件体例

摘要及论文可用英文或中文撰写，摘要限 500 字，含题目、5 个关键词、作者姓名、单位、邮箱地址。论文篇幅限 6000-9000 字（含注释及参考文献），文稿格式及要求请参阅期刊体例及近期刊出的论文，网址：[www.clt-international.org](http://www.clt-international.org)。摘要及论文均由相关领域的专家进行盲审。有关本期专刊的诸项事宜请洽询专刊主编高小平（[xiaoping@uow.edu.au](mailto:xiaoping@uow.edu.au)）。