Call for Papers

Journal of Universal Computer Science (J.UCS)

Special Issue on:

Mobile, Open and Social Language Learning Designs and Architectures

Guest Editors

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Description and Scope:

Since the start of the new millennium, *Mobile Assisted Language Learning (MALL)* has grown to become a significant paradigm that educators cannot ignore. The primary motivation comes from two factors. Firstly, the wide scale adoption of mobile devices like smartphones and tablets. Secondly, the importance of speaking other languages both in the international professional world, for access and career development, and also in increasingly plurilingual societies. The inherently flexible nature of MALL enables students to be targeted within formal education, lifelong learning, outside formal education and even in situations of professional and social exclusion.

Open educational resources and practices and particularly the more recent massive open online courses (MOOCs) have expanded the concept of learning both quantitatively and qualitatively. MOOCs are used in complex scenarios in terms of elements like the heterogeneity of the participants and the teacher to student ratio. However, such challenges are being counterbalanced by methodological and technological innovation and most particularly, pedagogies based around social learning and the use of mobile technology. This issue draws together research and experiences that illustrate the recent advances in the conceptualization and implementation of this hybrid paradigm, both from a theoretical and a practical perspective. The papers will address especially significant efforts to shape this new paradigm, which has been termed **"Mobile Open Social Learning for Languages"** in the

context of the authors' current research, and pilot projects and applications aimed at exploring it at work. The authors provide a multidisciplinary view of "Mobile Open Social Learning for Languages", emphasizing the integration of methodological and technological innovation in order to effectively attend the language learning needs of mobile individuals and social groups in the 21st century.

Topics:

• Creating interactive and collaborative "Mobile Open Social Learning for Languages" environments
• Especially significant "Mobile Open Social Learning for Languages" pilot projects and applications to its mainstream implementation
• Mobile, social and open technology for language teacher training
• "Mobile Open Social Learning for Languages" assessment techniques, practices, evaluation, certification, accreditation, and recognition
• Towards ubiquitous and seamless language learning: future trends in "Mobile Open Social Learning for Languages"

Instructions for authors:

Authors should submit their paper **via email to the editors**, and the subject of the email should be: **JUCS SI Submission: "Mobile Open Social Learning for Languages"**. All manuscripts for this special issue should be **submitted electronically by November 30th, 2020**.

The length of the manuscript may not exceed 25 pages. Authors' papers should accord to the J.UCS Style Guide for Authors which can be found at the following URL: http://www.jucs.org/ujs/jucs/info/submissions/style_guide.html

Important Dates:

• Submission by: 30 November 2020
• Notification of acceptance by: 30 January 2021
• Revised submission by: 30 April 2021
• Final version by: 30 June 2021

Guest Editors:

Agnes Kukulska-Hulme is Professor of Learning Technology and Communication in the Institute of Educational Technology. She is Past-President of the International Association for Mobile Learning (2010-13), and serves on several Editorial Boards including the International Journal of Mobile and Blended Learning. She has been a Visiting Scholar at the University of Technology, Sydney and at the National Central University, Taiwan. Recent invited keynotes include ED-MEDIA 2012 Denver, UNESCO Mobile Learning Paris, ChinaCALL2014 Beijing, GloCALL2015 Daejeon, ITK 2016 Finland, mInclusion 2017 Gothenburg. Agnes has served in various management and leadership roles as Associate Director (Learning and Teaching), Associate Director (Academic Professional Development), Deputy Director IET, Co-Head of the Technology Enhanced Learning Group, Programme Lead for Next Generation Distance Learning, Innovating Pedagogy and Learning Futures. (agnes.kukulska-hulme@open.ac.uk)

Jesús García Laborda, is the Dean of the College of Education and associate professor

at Universidad de Alcalá (Spain). Dr García Laborda has a PhD in English Philology and an EdD in Language Education. His current research covers many areas of computer implementations for language learning and testing along with ESP and teacher training: (i) special applications of low stakes online testing, especially focused to the Spanish University Entrance Examination for concepts such as washback, test design, beliefs, emotions, etc. This also includes the study of interface and computer architecture in other languages and their evaluation and assessment, mobile learning and social networking; (ii) the development of socio-constructivism approaches to computer assisted language learning, which applies ideas of Vygotsky to the development of speaking and listening skills in computer-based scenarios; (iii) it includes practical applications of mobile learning for commercial purposes to help to introduce a computer-based test in high stakes exams as DELE (Spanish) or the Spanish University Entrance Examination (English, French, German); (iv) the implications of implementing such test in teacher training along with more traditional approaches to teacher education and their development of both cognitive and computer skills. (jesus.garcialaborda@uah.es)

Jorge Arús-Hita is associate professor of Language and Linguistics at the Universidad Complutense de Madrid (Spain), where he has been teaching English language and linguistics since 1997. His teaching includes the areas of computational linguistics, contrastive linguistics, e-learning and EFL. His publications include articles on corpus-based typological description, contrastive linguistics and EFL teaching, mostly from a Systemic Functional Linguistics perspective, in various national and international journals and edited volumes. He has also published several papers on e-learning-related topics. He has been copy editor of the English-studies journal Atlantis and coordinator of blended-learning at the School of Philology, UCM where he is currently Associate Dean for Innovation and Technologies. Among his main publications, he is co-author of Systemic-Functional Grammar of Spanish: a Contrastive Study with English (2010, with Julia Lavid and Juan Rafael Zamorano), and co-editor of English Modality. Core, Periphery and Evidentiality (2013, with Juana Marín, Marta Carretero and Joan van der Auwera), Languages for Specific Purposes in the Digital Era (2014, with Timothy Read and Elena Bárcena) and The Dynamicity of Communication below, around and above the Clause (2016, with Ben Clarke). (jarus@filol.ucm.es)