

Editing the Book

Global Challenges in Language Teaching and Learning

Prof. Nebojša Radić

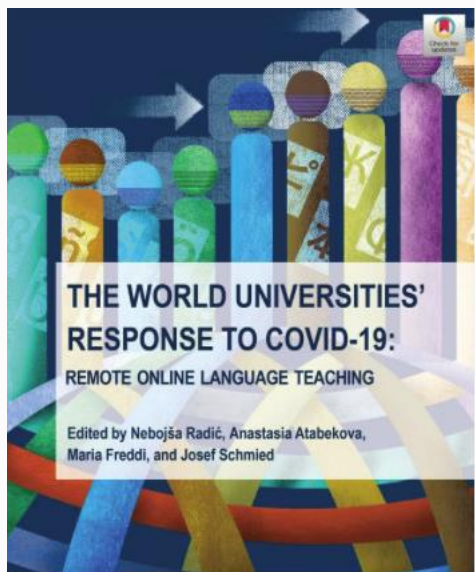


1. Intro
2. The editorial team
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6. Call for papers
7. First draft submissions
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- 10 Editorial interventions
11. Final submission
12. Conclusion





Rationale for the Project



- Previous work of the Editorial Team
- Experience
- Technology
- Methodology
- Learners in the centre

The Editorial Team



Prof. Anastasia A. Atabekova

RUDN, Moscow



Prof. Maria Freddi

Università Vita-salute San Raffaele,
Milano



Prof. Josef Schmied

Chemnitz University of Technology



Publisher and Timing



- Cambridge University Press
- Summer 2022
- ChatGpt
- Implications



Aims



- Document ongoing changes in teaching, learning, assessment and evaluation, delivery, resources, staff recruitment, development and support, student enrolment, accessibility, management, university recognition;
- Encourage teaching practitioners' self-reflection on all of the above;
- Explore a wide range of geographically, socially, culturally, and academically diverse settings;
- Articulate new online teaching and learning practices and cultures, as well as assess their impact on language education;
- Develop a framework for multiliteracies and new semiotic conventions;
- Outline possible future developments in language teaching and learning.



Recommended Research Questions

- What changes in teaching, learning, delivery, resources, staff recruitment, student enrolment, management and financial support do you register?
- What are the theoretical underpinnings of your current practice? And, if working in LSP, what is the specific theoretical framework?
- What changes do you detect, if any, in the interaction and communication patterns among colleagues, with students and in social occasions?
- How do these changes inform, if at all, your teaching practice?
- Increasingly, we are learning a language for online use with AI support. If so, do we need to sit in language classrooms or, is it perhaps better to study online?



Recommended Research Questions

- How can curriculum and syllabus design be rethought in hybrid and/or blended language teaching and learning? What are the theoretical or best practice models that inform your practice?
- When you compare your current design with the pre-pandemic one, how did assessment and evaluation change?
- What are the changes in student attendance, participation, study and learning patterns and exam performance?
- What new forms of collaborative learning are being stimulated by the new online context and how is learner-centredness achieved?
- The ways in which we communicate have changed as we are now accustomed to online communication even for social purposes. How does this change influence the language skill set our students require?





Recommended Section Titles



- Introduction
- Review of the literature that informs practice
- National and/or institutional context
- Mode of delivery and technology
- Course/programme objectives, aims, and learning outcomes
- Evaluation and assessment
- Student and teacher feedback
- Teacher training and support
- Discussion
- Way forward

Four Themes

1. Innovations and Learner Engagement
2. Innovations and Developments in LSP
3. Innovations and Developments in Assessment
4. Innovations and Developments in Teacher Education





Format

- The editorial team contributed an introduction that sets the ground for the discussion and a concluding chapter that extrapolates the emerging trends, and articulates new approaches to language teaching and learning.
- The contributions are of six thousand words each, the editorial introductory and concluding chapters are be of five and ten thousand words respectively for a total of ca. 120,000 words, or 300 pages.
- The book contain charts, graphs and illustrations. Some of these require colour.

Timeline and procedure

1. Call for papers 1 September 2022
2. Select contributors and draft introduction: 1 November 2022
3. Contact contributors by 15 November 2022.
4. Finalise list of contributors by 15 January 2023.
5. Submission of draft papers by September 2023
6. Internal peer review (each contributor reads 2 papers), editors read 4 papers each (their group), external reviewers (40) read one paper each and ALL to give feedback by June 2024.
7. Send back paper to finalise. To be returned in publishable standard by January 2024
8. Editorial meeting in person in June 2024. Return papers with minor suggestions.
9. February 2025: Editors read all papers for coherence and make final, smaller suggestions giving full editorial support.
10. Send list of contributors to CUP: 1 April 2025.
11. Contributors to submit final version by 15 April 2025
12. Editorial team to complete the Study by 1 May 2025.
13. External Review submitted 18 September 2025
- 14. Book submitted to CUP 5 November 2025.**

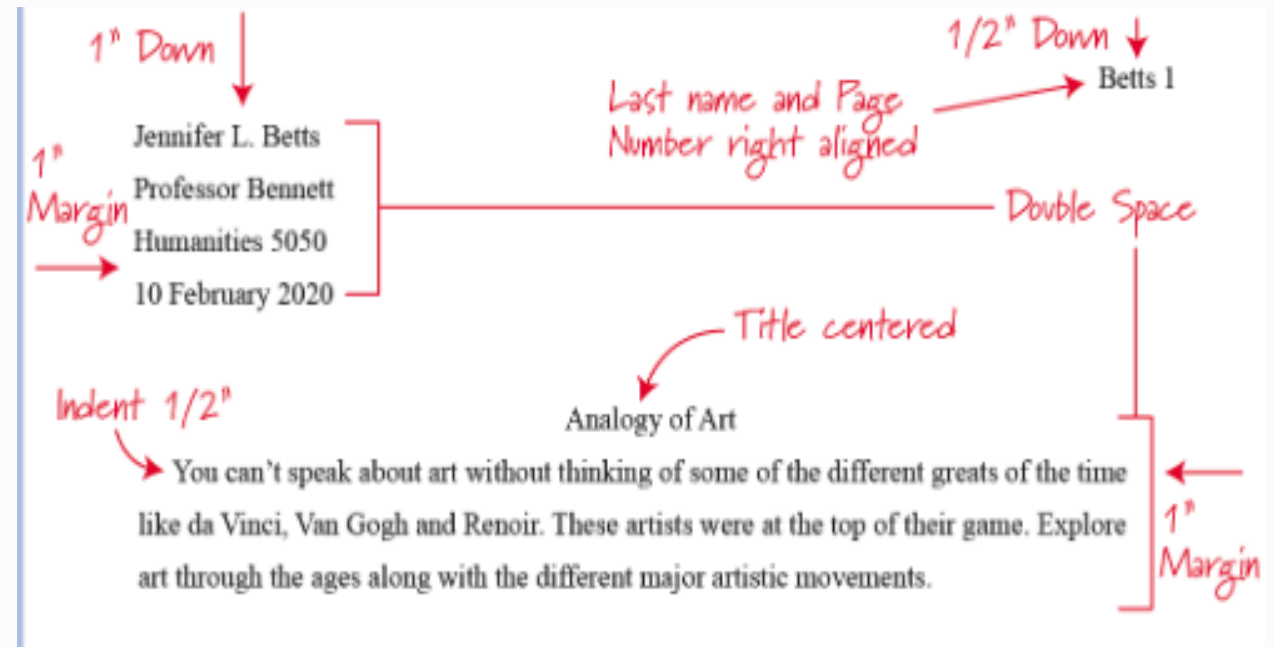
Writing, Editing, and Publishing Timeline



Editorial interventions

1. Formatting, coherence, cohesion, data, presentation, style, conventions, template...

2. Language

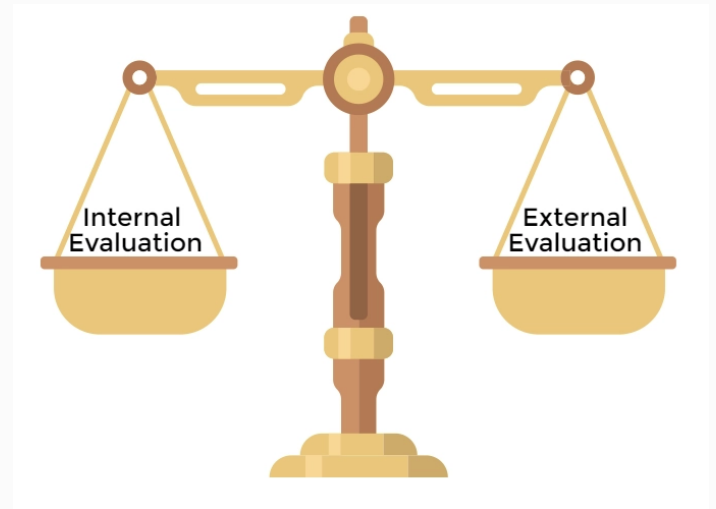


Final External Review

The volume, containing 14 chapters, focuses on the broad theme of pedagogical efforts and emerging trends in the field of higher education language teaching during the COVID-19 outbreak in different countries and on different continents, and their contribution to the comprehensive study of systemic methodological innovations in this field. It presents recent phases of the current educational changes at the national and institutional university levels and lays the ground for future developments of approaches to language teaching and learning in such a context.

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I recommend the volume for publication by Cambridge University Press.



Contributors and Contributions

Section I: Innovations and Learner Engagement

Effective communication pedagogy in online learning: Experiences from a Chinese language programme in Aotearoa New Zealand

Karen Ashton & Grace Yue Qi, Massey University, New Zealand

Exploring student and teacher perceptions of the use of gamification in Italian L2 classrooms

Elisa Turra, Bocconi University Milan, Italy

Second/Foreign Language proficiency: Types of skills most affected by uncertainties

Valentin Uwizeyimana, Education University of Rwanda

Section II - Innovations and Developments in LSP

From basic supplement to scalable all-rounder: Reviewing the role of videos in post-pandemic ESP language learning

Eric Koenig & Katherine Guertler & Jolana Tlukova, University of Applied Sciences Nuremberg, University of Applied Sciences Regensburg, Germany, Brno University of Technology, [Czech Republic](#)

Innovations in foreign language teaching for Engineering students: International Project-, Problem- and Challenge-Based Learning to increase global competence

Katja Auffret, INSA Toulouse, France

Effects of multimedia task-based instruction on Iranian ESP Learners' reading comprehension, vocabulary knowledge, and cognitive load: A mixed-method study

Roya Khoii & Zahra Zarghami, Islamic Azad University, North Tehran Branch, Iran

Contributors and Contributions

Section III - Innovations and Developments in Assessment

Are we going back to in-class exams? (Online) assessment in higher education in the post-pandemic era

Ferit Kılıçkaya, Burdur Mehmet Akif Ersoy University, Türkiye

Synchronous and asynchronous online feedback in remote research colloquia: Developments over three years of Covid-19 ELT and beyond

Jennifer Schluer, Chemnitz University of Technology, Germany

Innovative use of digital literacy to assist first-year university students in academic writing

Verbra Pfeiffer, University of South Africa

University-based Assessment of Foreign Language Skills: Common Trends as Spurred by COVID-19

Tatyana Shoustikova, RUDN Moscow

Section IV - Innovations and Developments in Teacher Education

Digital literacies and language education hand in hand in post-pandemic times

Daniel Ferraz & Gabriel Amorim, University of San Paolo & Federal University of Goiás, Brazil

Dynamic zero-COVID policy and English language teaching in Hong Kong: Lessons learned and future directions

Eric Friginal & Max Diaz & Rickey Lu, The Hong Kong Polytechnic University

“I didn’t think technology would ever be my thing...”: Innovation in online ELT and learning engagement at Ecole Normale Supérieure Yaoundé

Daniel A. Nkemleke, Ecole Normale Supérieure, University of Yaounde 1, Cameroon

Achieving agency in the era of ChatGPT: Insights from language teachers at Chinese universities

Hai Min Dai & Chenguang Chang, Shanghai Jiao Tong University, Sun Yat-sen University Guangzhou, China



When?

- Summer 2026
- Launch September 2026

Thank you
and
good luck
with your own publishing
endeavours!

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Questions

Place your unit logo here

