

## **CALL FOR PAPERS – Special Issue 2027**

### **Innovating with virtual exchange: Moving toward a paradigm shift**

Although within language learning, the word *authentic* is widely evoked, virtual exchanges, offer up opportunities to go beyond traditional in-class teaching by enabling learners to communicate and interact with speakers of target language communities. Since the advent of the internet in the 1990s, instructors of second/foreign/additional languages have increasingly engaged students in virtual exchanges (or telecollaboration) as a means to develop language and/or intercultural competence (O’Dowd, 2017). Such emerging practices currently underway portend a potentially transformative paradigm shift in terms of the way language learning and teaching are conceptualized. This special issue is dedicated to the exploration of these practices.

As one type of virtual exchange, tandem language learning (TLL), as originally defined by Brammerts (1996), refers to “two learners of different native languages [who] work together in order to learn their partner’s language and also to learn more about his or her background” (p. 121). Although the word native speaker is evoked, in today’s multilingual, multicultural contexts, the notion of *competent* speaker appears as a more appropriate designation, particularly in school settings where students’ language of schooling may be an additional language (Parks et al., 2024). When conducted virtually, such exchanges are referred to as eTandems (Cziko, 2004) or teletandems (Telles & Vassallo, 2006). Due to language learning preferences, setting up eTandem partnerships is not always possible; in such instances or for particular objectives, the exchanges are pursued by means of a lingua franca (for example, English) or as a mixed lingua franca/ tandem exchange.

Although research on virtual exchanges, including eTandem, points to their value (Akiyama, 2014; Cappellini, 2016; Leone, Aranha, & Cavalari, 2023; Strawbridge, 2021), certain areas remain underexplored (Dooly & Vinagre, 2021). Of these, it is important to note the dearth of research in elementary and secondary school contexts (Clavel-Arroitia & Pennock-Speck, 2015), and within Canada, school (Flick, 2013; Giguère & Parks, 2018; Priego, 2011), Quebec pre-university college (Fischer et al., 2019), and university (Canals, 2020) contexts. More research is also needed to investigate gains in language learning (Akiyama & Saito, 2016). Arellano & Parks, 2021a; Canals, 2020; Sippel & Martin, 2024), the multimodal aspects of negotiation of meaning/form (Arellano & Parks, 2021b; Canals, 2021), as well as the relative benefits of eTandem as compared to lingua franca configurations (Bueno-Alastuey, 2013). Researchers (Jauregi & Melchor-Couto, 2018; O’Dowd, 2015; Parks et al., 2024) have also underscored the challenges of implementing virtual exchanges.

This special issue invites contributions on a range of topics, including (but not limited to):

- virtual exchanges, including eTandem, in elementary and secondary school contexts
- exchanges with at least one Canadian partner
- evidence of gains pertaining to language learning
- role of multimodality, including translanguaging/plurilingualism, in regard to negotiation of meaning/form
- comparisons of eTandem and lingua franca with respect to language and/or cultural learning
- benefits and challenges related to intercultural exchanges
- teacher perspectives in terms of how exchanges are conceptualized and implemented
- virtual reality or artificial intelligence (e.g. ChatGPT) in the context of virtual exchanges
- exchanges involving less learned or minority languages, including indigenous languages
- integration of virtual exchanges, including eTandem, in teacher education courses
- integration of virtual exchanges in the foreign language curriculum (K-12, higher education, vocational education and training, etc.)
- recognition scheme of virtual exchange participation by awarding degree-relevant academic credits and workload reduction for the organizers (teachers and professors)

**Deadline for submitting an article: Wednesday, September 30, 2026**

Both research and more pedagogically oriented articles for the *In the Classroom* section will be accepted. Submissions can be written in English or French and must be sent electronically through the ScholarOne system: <https://mc04.manuscriptcentral.com/cmlr>

Receipt of manuscripts will be acknowledged by ScholarOne.

Questions relating to the special issue of the CMLR can be addressed to the editors:

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## APPEL À CONTRIBUTIONS – Numéro spécial 2027

### Innover par les échanges virtuels : vers un changement de paradigme

Bien que le mot *authentique* soit largement évoqué dans le domaine de l'apprentissage des langues, les échanges virtuels offrent des occasions de dépasser l'enseignement traditionnel en classe en permettant aux personnes apprenantes de communiquer et d'interagir avec des locuteurs et locutrices de communautés de la langue cible. Depuis l'avènement d'Internet dans les années 1990, les personnes enseignantes de langues secondes, étrangères ou additionnelles ont de plus en plus recours aux échanges virtuels (ou à la télécollaboration) comme moyen de développer la compétence linguistique et interculturelle (O'Dowd, 2017). Ces pratiques émergentes annoncent un changement de paradigme potentiellement transformateur dans la manière de concevoir l'enseignement et l'apprentissage des langues. Ce numéro spécial est consacré à l'exploration de ces pratiques.

En tant que forme d'échange virtuel, l'apprentissage des langues en tandem (ALT), tel que défini à l'origine par Brammerts (1996), désigne « deux apprenants de langues maternelles différentes [qui] travaillent ensemble afin d'apprendre la langue de leur partenaire et aussi d'en apprendre davantage sur son contexte socioculturel » (p. 121). Bien que le terme *locuteur natif* soit évoqué, dans les contextes multilingues et multiculturels actuels, la notion de *locuteur compétent* semble plus appropriée, en particulier dans les milieux scolaires où la langue d'enseignement peut constituer une langue additionnelle pour les élèves (Parks et coll., 2024). Lorsqu'ils se déroulent à distance, ces échanges sont appelés *eTandems* (Cziko, 2004) ou *télé-tandems* (Telles et Vassallo, 2006). En raison des préférences en matière d'apprentissage des langues, il n'est pas toujours possible d'organiser des partenariats eTandem; dans ces cas, ou selon certains objectifs pédagogiques, les échanges se font au moyen d'une lingua franca (par exemple, l'anglais), ou sous forme hybride combinant lingua franca et tandem.

Bien que les recherches sur les échanges virtuels, y compris l'eTandem, mettent en évidence leur valeur (Akiyama, 2014; Cappellini, 2016; Leone, Aranha et Cavalari, 2023; Strawbridge, 2021), certains domaines demeurent peu explorés (Dooly et Vinagre, 2021). Parmi ceux-ci, il convient de souligner le manque de recherches dans les contextes scolaires primaire et secondaire (Clavel-Arroitia et Pennock-Speck, 2015), ainsi qu'au Canada, dans les milieux scolaires (Flick, 2013; Giguère et Parks, 2018; Priego, 2011), collégiaux préuniversitaires au Québec (Fischer et coll., 2019) et universitaires (Canals, 2020). Davantage d'études sont également nécessaires pour examiner les acquis linguistiques (Akiyama et Saito, 2016; Arellano et Parks, 2021a; Canals, 2020; Sippel et Martin, 2024), les aspects multimodaux de la négociation du sens et de la forme

(Arellano et Parks, 2021b; Canals, 2021), ainsi que les avantages relatifs de l'eTandem comparativement aux configurations en lingua franca (Bueno-Alastuey, 2013). Plusieurs personnes chercheuses (Jauregi et Melchor-Couto, 2018; O'Dowd, 2015; Parks et coll., 2024) ont également souligné les défis que pose la mise en œuvre des échanges virtuels.

Ce numéro spécial invite à la soumission de contributions portant sur un éventail de thématiques, y compris, sans s'y limiter :

- échanges virtuels, dont l'eTandem, dans les contextes scolaires primaire et secondaire
- échanges impliquant au moins un partenaire canadien
- preuves empiriques des acquis linguistiques
- rôle de la multimodalité, incluant le *translanguaging* et le plurilinguisme, dans la négociation du sens et/ou de la forme
- comparaisons entre l'eTandem et les configurations en lingua franca en ce qui concerne l'apprentissage linguistique et/ou culturel
- avantages et défis liés aux échanges interculturels
- perspectives des personnes enseignantes quant à la conceptualisation et à la mise en œuvre des échanges
- utilisation de la réalité virtuelle ou de l'intelligence artificielle (par exemple, ChatGPT) dans le cadre des échanges virtuels
- échanges impliquant des langues moins enseignées ou des langues minoritaires, y compris les langues autochtones
- efforts visant l'intégration des échanges virtuels, y compris l'eTandem, dans la formation des personnes enseignantes
- intégration des échanges virtuels dans les programmes de langues étrangères (de la maternelle à la 12e année, à l'enseignement supérieur, à la formation professionnelle, etc.)
- dispositifs de reconnaissance de la participation à des échanges virtuels, notamment l'octroi de crédits académiques liés au programme d'études et la réduction de la charge de travail pour les personnes organisatrices (enseignantes et professeures)

**Date limite de soumission des articles : le 30 septembre 2026.**

Les articles de recherche ainsi que ceux à visée pédagogique destinés à la section *Dans la classe* seront acceptés. Les soumissions peuvent être rédigées en français ou en anglais et doivent être transmises par voie électronique, au moyen du système ScholarOne :

<https://mc04.manuscriptcentral.com/cmlr>

La réception des manuscrits sera confirmée par ScholarOne.

Pour toute question concernant ce numéro spécial de la RCLV, veuillez communiquer avec les responsables :

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