



Research and Educational Practice: A Missing Link?



CENTRE FOR APPLIED LINGUISTICS RESEARCH
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Call for Papers

Language practitioners have been entrusted with the responsibility of preparing generations of learners in competent oral and written communication. The approaches have been varied and the theories of teaching and learning a language have been in a constant state of flux. As a result, research has underlined an overlap with practice, oscillating between pedagogic and linguistic foci and bringing a spectrum of interpretations to any phenomenon under observation (Beveridge & Stevens 2020; BERA-RSA Inquiry 2013). Consequently, in recent studies, research-based debates on whether there is or should be a relation between research and educational practice, have become an integral part of the language practitioner professionalism (Dekker & Meeter 2022; Mills 2020; Vanderlinde & van Braak, 2010). However, the nature of the required research and its relationship to educational practice remains unclear (Leow, Thinglum, Havenne & Tseng 2022; Alazmi & Alazmi 2022).

Whether the language practitioners need to reinforce their practice with research knowledge or whether teaching can rely solely on the coordinators' instructions and the implementation of the provided curriculum, continue to underpin the debate. The Centre for Applied Linguistics Research (CALR) at the Arab Open University, invites linguists, researchers and educationists to probe into the role of research in teaching and learning. Contributors can present or reflect on their experience in pursuit of evidence about the role

that research-informed practices have contributed to teaching and learning. Alternatively, they can reflect on evidence of research-free successful practical approaches. In particular, researchers are invited to present working papers, research articles and case studies on:

- The intersection between teaching and research, and its implications
- The role of research in knowledge building
- Researchers' experiences, particularly in relation to the English language classroom
- How research on teaching can inform linguistic and pedagogic practices and policies
- The overlap between research-informed practice and effective language teaching.

Notes for authors

Submissions should be made in English, using APA version 7 format, 2020 edition.

Abstract should be 300-400 words and full paper 5000 words.

Submissions should be made to CALR [@aou.edu.lb](mailto:calr@aou.edu.lb)

Important deadlines

Abstract submission should be received by Friday May 26, 2023.

Full paper submission should be received by Friday September 29, 2023.

Submissions will be double blind reviewed.

Selected submissions will be included in CALR Linguistic Journal, vol.14, due on December 2023.

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