I-LanD Journal – Identity, Language and Diversity
International Peer-Reviewed Journal

Call for papers for the special issue (2/2021)

Insights into Diversified Communication, Research and Education during COVID-19:

Changing Times

This special issue of the *I-LanD Journal* will focus on COVID-19 discourse representation and its role, impact and consequences within education, research and communication. It will be edited by Siria Guzzo (University of Salerno, Italy), Simon McGrath (University of Nottingham, United Kingdom) and Roxanne Holly Padley (University of Salerno, Italy).

Submission of abstracts
Authors wishing to contribute to this issue are invited to send an extended abstract of their proposed article ranging between 600 and 1000 words (excluding references) in MS Word format to the three editors <u>by the 14th February 2021</u>. Proposals should not contain the authors' name and academic/professional affiliation and should be accompanied by an email including such personal information and sent to: sguzzo@unisa.it, simon.mcgrath@nottingham.ac.uk and rpadley@unisa.it. Please indicate "I-LanD Special Issue 2/2021 – abstract submission" in the subject line and include the Journal e-mail address (ilandjournal@unior.it) by using the Cc option.

In order to meet the editorial process, the most important dates to remember are as follows:

- Submission of abstracts: 14th February 2021
- Notification of acceptance/rejection: 28th February 2021
- Submission of chapters: 23rd July 2021

Description
COVID-19 has brought about unprecedented change to academia, education and modes of communication. Research projects have undergone major redesign through a forced remote evolution to survive. International collaboration has the potential to be fostered in such environments generating connections beyond the academic world, however, building online communities is no easy feat. Such communities currently aim to embrace both education and research, and inclusive provisions are needed for the dawn of the global campus, no longer an idea of the future but the reality of today (UNESCO, 2020b; McGrath 2020b). This crisis is far-reaching and the idea of *frontline* is applicable to both eLearning as well as new modes of communication bringing many considerations for new resilient, inclusive and sustainable education and

communication modes with new learning dynamics, new capacities and a new vision for such landscapes (McGrath, 2020a; UNESCO, 2020a;2020b).

Diversified COVID-19 discourse(s) and analyses are already underway, reframing the language and communication used (Lancaster University, 2020; Rafi, 2020). COVID-19 corpora are being amassed personifying it, collocating it and dramatizing it (OED, 2020a; 2020b), while there is growing attention to *vulnerable* categories who are shielding from COVID-19 and their mediatic representation (Grzelka, 2020). The dissemination of COVID-19 information as well as the role of the media and/or social media for key medical information impacts substantially on pandemic management, and the effectiveness of such communication to the general public is more relevant than ever (Garrett, 2020; Majumder & Mandl, 2020; Sahu, 2020).

Considering the significance and time-sensitivity of such a topic along with the importance of interdisciplinary studies for the production of new knowledge in this era of educational institutions without borders (UNESCO 2020b), the current call for papers aims to broaden the discussion on the diversified evolution of COVID-19 discourse and how it manifests itself and impacts on education and interaction. Authors are encouraged to explore appropriate theoretical and methodological approaches to these issues, including, but not limited to, (critical) discourse analysis, corpus linguistics, sociolinguistics, interactional sociolinguistics, ethnography and (intercultural) communication studies, as well as multimodal discourse analysis. The questions researchers are called upon to consider, analyse and debate may include the following:

- How has COVID-19 discourse developed within the educational field and within diverse contexts?
- What types of cross-culture and sociolinguistic discourses can be found in relation to COVID-19?
- How are the identities of vulnerable (shielding) groups addressed and explored during this time of pandemic?
- What are the new multimodalities of COVID-19 communication?
- How is COVID-19 represented in varied discourse communities of practice (media, healthcare, business, legal, educational)?
- How are online COVID-19 identity communities being built and represented?
- How are we reimagining and reframing research grounded in human interactions when these very modes have evolved?
- How is international research collaboration envisioned and evolving when faced with extensive travel restrictions?

We welcome papers which explore the following points, though other pertinent submissions will also be considered:
- COVID-19 and education in diverse contexts: challenges and future prospects

- COVID-19 discursive representation and how it morphs and adapts
- Online COVID-19 communities and the construction of new identities
- Multimodalities of COVID-19 communication
- Dissemination of COVID-19 healthcare discourse
- COVID-19 discourse in social media
- COVID-19 discourse and the resulting digitalised cyberworld

Researchers are invited to propose contributions from diverse fields of enquiry including, but not limited to, linguistics, education studies, cultural studies, health humanities and sociology.

References

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