Dunya is a journal of humanities, social sciences and technopedagogy of the department of French of the University of Ngaoundéré and the association of researchers in educational technology, languages, cultures and humanities. For its first issue, it is launching a call for papers on the following theme:

**Digital in a post-Covid-19 pedagogical and linguistic context**

Coordinated by Julia Ndibnu-Messina Ethé and Théophile Calaina

The Covid-19 pandemic triggered a major renovation of education systems worldwide. The decision to impose a lockdown period, resulting in an interruption of school attendance, has transformed teaching/learning conditions as well as the interactions between the different stakeholders in these activities. In order to meet the needs of the educational community and ensure pedagogical continuity, different modalities were implemented. The use of digital tools and/or solutions has offered possibilities that facilitate the sustainability of pedagogical interactions. This situation has increased the development of digital teaching practices, while at the same time highlighting the obstacles and difficulties encountered in the sudden transition from face-to-face to distance learning. Henceforth, teaching can no longer be based solely on face-to-face teaching. They mobilise innovative practices integrating information and communication technologies (ICT). In the post-Covid-19 situation, how should educational continuity be designed? How can we capitalise on distance learning experiences after the Covid-19 pandemic? In view of the need to reconsider teaching/learning, how can resources be organised in order to better refine, enriched face-to-face or hybrid teaching?

Knowing that linguistic expressions have evolved and are being contextualised, what language forms are most used in a multilingual environment?

The research axes focus on but are not limited to the following themes:

- digital modalities, pedagogical situations and interactions with learners;
- didactic approaches from post-Covid-19 distance learning experiences; emerging behaviours of digital pedagogical practices and teaching practices;
- post-Covid-19 vocabulary;
- verbal interactions in a pandemic context;
This call for papers is open to both junior and senior researchers from all countries. African doctoral and post-doctoral students are particularly encouraged to submit papers. The proposed articles should explicitly address the theme of the issue.

**Format of contributions**
The proposed contribution should include a title, the author(s) surname(s) and first name(s), a detailed 3-page abstract, typed 1.5 line spacing, Times New Roman, 2.5 cm margins.

**Calendar**
- The deadline for submission of abstracts is March 10, 2022.
- Response to authors is envisaged by March 30, 2022.
- Submission of papers for review is scheduled for May 25, 2022.
- Two blind reviews will be returned on June 30, 2022.
- Corrected articles are due back on July 31, 2022.
- The publication date is scheduled for November 31, 2022.

**Scientific committee**
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**Contact**
Proposals and full papers should be sent to acetelach@gmail.com

NB. Each author will be responsible for the purchase of the book. He/she will receive an offprint of his/her article, pdf version, free of charge. Abstracts will be posted on the ACETELACH Facebook page.