

## Robert Godwin-Jones

Professor, School of World Studies, College of Humanities and Sciences  
Virginia Commonwealth University, Richmond, Virginia, USA

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### EDUCATION

Ph.D. University of Illinois at Urbana-Champaign (comparative literature)

B.A. Franklin and Marshall College (majors in French and German)

### ACADEMIC APPOINTMENTS

Professor, School of World Studies

Virginia Commonwealth University, 2003-

Interim Director, English Language Program

Global Education Office, Virginia Commonwealth University, 2014-2015

Professor, Department of Foreign Languages

Virginia Commonwealth University, 1997-2003

Director, Instructional Development Center,

VCU Office for Information Technology, 1996-1998

Professor and Chair, 1995-1997; Associate Professor and Chair, 1992-1995; Associate Professor, 1985-1992

Department of Foreign Languages, Virginia Commonwealth University, 1985-1992

Visiting Professor of English and Comparative Literature (Fulbright)

Pädagogische Hochschule, Karlsruhe, Germany, 1987-88

Assistant Professor of Foreign Languages

Virginia Commonwealth University, Richmond, Virginia, 1979-81; 1982-85

Visiting Professor of English and American Studies (Fulbright)

Université de Pau et des Pays de l'Adour, France, 1981-82

English teacher (Fulbright)

Akademisches Gymnasium, Graz, Austria, 1973-74

### RECENT PUBLICATIONS (Applied Linguistics: Language Learning & Technology, TESOL, Intercultural Communication)

Godwin-Jones, R. (forthcoming). Language teacher preparation for an AI world: A human ecological perspective. In Tian, Z. & Wang, C. (Eds.), *Rethinking Language Education in the Age of Generative AI*. Routledge. [Preliminary version](#)

Godwin-Jones, R. (forthcoming). AI and VR converge: The future of language learning in an emerging metaverse. In Chun, D., Lan, Y.-J., & Qi, G. (Eds.), *AI-mediated Language Education in the Metaverse Era*. Springer. [Preliminary version](#).

Godwin-Jones, R. (2024). Distributed agency in language learning and teaching through generative AI. *Language Learning & Technology*, 28(2). [Pre-print version](#).

Godwin-Jones, R. (2024). Augmented reality as a pedagogical technique. Sato, M. (Ed.), *Encyclopedia of Applied Linguistics 2nd Edition*. Wiley Blackwell.

Godwin-Jones, R. (2023). Presence and agency in real and virtual spaces: The promise of extended reality for language learning. *Language Learning & Technology*, 27(3), 6–26. <https://hdl.handle.net/10125/73529>

Godwin-Jones, R. (2023). Smart devices and informal language learning. In M. Kusyk, G. Sockett, & D. Toffoli (Eds.) *Language learning and leisure: Informal language learning in the digital age*. De Gruyter. <https://doi.org/10.1515/9783110752441-004> [in [Google Books](#)]

Godwin-Jones, R. (2023). Emerging spaces for language learning: AI bots, ambient intelligence, and the metaverse. *Language Learning & Technology*, 27(2), 6–27. <https://hdl.handle.net/10125/73501>

Godwin-Jones, R. (2022). Chatbots in language learning: AI systems on the rise. In B. Arnbjörnsdóttir, B. Bédi, L. Bradley, K. Friðriksdóttir, H. Garðarsdóttir, S. Thouësný, & M. J. Whelpton (Eds.), *Intelligent CALL, granular systems, and learner data* (pp. 124-128). Research-publishing.net. <https://doi.org/10.14705/rpnet.2022.61.1446>

Cutler, A. H., Lin, W. C., & Godwin-Jones, R. (2022). Embracing the New Normal: Intercultural Telecollaborations in EFL Classrooms. *Languages and International Studies*, 27\_S, 63-86. <https://10.0.207.114/181147172022060027004>

Godwin-Jones, R. (2022). Second Language Writing. In *Oxford Bibliographies in Linguistics*. Ed. Mark Aronoff. New York: Oxford University Press. <https://doi.org/10.1093/obo/9780199772810-0286>

- Godwin-Jones, R. (2022). Partnering with AI: Intelligent writing assistance and instructed language learning. *Language Learning & Technology*, 26(2), 5–24. <http://doi.org/10125/73474>
- Godwin-Jones, R. (2022). Technology-mediated Second Language Acquisition: Evolving trends and emerging technologies. In N. Ziegler & M. González-Lloret (Eds.), *The Routledge Handbook of Second Language Acquisition and Technology* (pp. 382–394). Routledge. <https://doi.org/10.4324/9781351117586-33>
- Godwin-Jones, R. (2021). Expanding and contextualizing digital language learning. Peer commentary. *Bilingualism: Language and Cognition*, First view. 1-2. <https://doi.org/10.1017/S1366728921000547>
- Godwin-Jones, R. (2021). Evolving technologies for language learning. *Language Learning & Technology*, 25(3), 6–26. <http://hdl.handle.net/10125/73443>
- Godwin-Jones, R. (2021). Foreword. In T. Beaven & F. Rosell-Aguilar (Eds), *Innovative language pedagogy report* (pp. 1-4). Research-publishing.net. <https://research-publishing.net/manuscript?10.14705/rpnet.2021.50.1226>
- Godwin-Jones, R. (2021). Big data and language learning: Opportunities and challenges. *Language Learning & Technology*, 25(1), 4–19. <http://hdl.handle.net/10125/44747>
- Godwin-Jones, R. (2020). *Language and Culture in Context: An Introduction to Intercultural Communication*. Open textbook. LibreTexts | Open Textbook Library
- Godwin-Jones, R. (2020). Towards Transculturality: English as a lingua franca in intercultural communication and in online language learning. *Languages and International Studies*, 23, 23–54. Pre-publication version [Introduction to special issue]
- Godwin-Jones, R. (2020). Future directions in informal language learning. In M. Dressman & R. Sandler (Eds.), *The Handbook of Informal Language Learning* (pp. 457–470). New York: John Wiley. Pre-publication version
- Godwin-Jones, R. (2020). Bridging cultural divides through telecollaboration. *Intercultural Communication Studies*, 28(2), 113-135. Pre-publication version
- Godwin-Jones, R. (2020). Building the porous classroom: An expanded model for blended language learning. *Language Learning & Technology*, 24(3), 1–18. <http://hdl.handle.net/10125/44731>
- Godwin-Jones, R. (2019). In a world of SMART technology, why learn another language? *Educational Technology & Society*, 22(2), 4–13. [https://drive.google.com/file/d/1dZ0gydJh2aLzviY5Z\\_fkrmCS7rG6rUmq/view](https://drive.google.com/file/d/1dZ0gydJh2aLzviY5Z_fkrmCS7rG6rUmq/view)
- Godwin-Jones, R. (2019). Telecollaboration as an approach to developing intercultural communication competence. *Language Learning & Technology*, 23(3), 8–28. <https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/d333b5ab-3f51-4651-9c62-f7ff6a5ab4a1/content>
- Godwin-Jones, R. (2019). Re-orienting computer-assisted language learning through the lens of complexity theory. In F. Meunier, J. Van de Vyver, L. Bradley & S. Thouësy (Eds), *CALL and complexity – short papers from EUROCALL 2019* (pp. 1–6). Research-publishing.net. <https://doi.org/10.14705/rpnet.2019.38.1001>
- Godwin-Jones, R. (2019). Riding the digital wilds: Learner autonomy and informal language learning. *Language Learning & Technology*, 23(1), 8–25. <https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/4fe8cb01-ff63-4196-ac7d-603e46ae7f89/content> | Translation into Basque
- Mathieu, L., Murphy-Judy, K., Godwin-Jones, R., Middlebrooks, L., & Boykova, N. (2019). Learning in the open: integrating language and culture through student curation, virtual exchange, and open educational resources. In A. Beaven, A. Comas-Quinn & B. Sawhill (Eds.), *New case studies of openness in and beyond the language classroom* (pp. 1–18). Research-publishing.net. <https://doi.org/10.14705/rpnet.2019.37.967>
- Godwin-Jones, R. (2018). Chasing the butterfly effect: Informal language learning online as a complex system. *Language Learning & Technology*, 22(2), 8–27. <https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/013fa734-1c0d-4ceb-a2ff-c1b3f9319ca6/content> | Arabic translation
- Godwin-Jones, R. (2018). Contextualized vocabulary learning. *Language Learning & Technology*, 22(3), 1–19. <https://doi.org/10125/44651>
- Godwin-Jones, R. (2018). Emerging Technologies for TESOL. In J. Lontas (Ed.), *The TESOL Encyclopedia of English Language Teaching*. <https://doi.org/10.1002/9781118784235.eelt0406>
- Godwin-Jones, R. (2018). Restructuring intermediate language instruction with open and student-curated materials. In J. Colpaert, A. Aerts, & F. Cornillie (Eds.), *CALL your DATA Proceedings*, (pp. 136-143). Antwerp: University of Antwerp.
- Godwin-Jones, R. (2018). Second language writing online. *Language Learning & Technology*, 22(1), 1-15. <https://dx.doi.org/10125/44574>
- Godwin-Jones, R. (2018). Using mobile devices in the language classroom. In *Cambridge Papers in ELT series*. Cambridge University Press. <http://www.cambridge.org/elt/blog/wp-content/uploads/2018/03/Whitepaper-mobiles-in-class.pdf>
- Lin, W.-C., Weng, I.J., Godwin-Jones, R. (2018). (Eds.). *Internationalizing English Language Education in Globalized Taiwan*. Taipei: Tung Hua [Chapters: Lin, W. & Godwin Jones, R. (2018), Introduction and Overview (pp. 1-10); Godwin-Jones, R. (2018). *Reflections on Global English Instruction: New Roles and Approaches* (pp. 253-272)]
- Godwin-Jones, R. (2017). Authoring Language Learning Courseware. In C. Chapelle & S. Sauro (Eds.) *The Handbook of Technology in Second Language Teaching and Learning* (pp. 349-363). New York: Wiley-Blackwell.
- Godwin-Jones, R. (2017). Data-informed language learning. *Language Learning & Technology*, 21(3), 9–27. <http://www.lltjournal.org/item/3012>

- Godwin-Jones, R. (2017). Designing an intermediate level language textbook for mobile access and learner autonomy. *Folio*, 17(2), 4–11.
- Godwin-Jones, R. (2017). Leveraging OER for increased student motivation and learner autonomy. In J. Colpaert, A. Aerts, R.Kern, & M. Kaiser (Eds.), *Call in Context: Proceedings CALL 2017*. Antwerp: University of Antwerp, (pp. 289-300)
- Godwin-Jones, R. (2017). OER use in intermediate language instruction: a case study. In K. Borthwick, L. Bradley & S. Thouësny (Eds.), *CALL in a climate of change: adapting to turbulent global conditions* ( pp. 128-134). <https://dx.doi.org/10125/44607>
- Godwin-Jones, R. (2017). Scaling up and zooming in: Big data and personalization in language learning. *Language Learning & Technology*, 21(1), 4–15. <http://www.lltjournal.org/item/2979>
- Godwin-Jones, R. (2017). Smartphones and language learning. *Language Learning & Technology*, 21(2), 2–11. [https://scholarspace.manoa.hawaii.edu/bitstream/10125/44607/1/21\\_02\\_emerging.pdf](https://scholarspace.manoa.hawaii.edu/bitstream/10125/44607/1/21_02_emerging.pdf)

## RECENT PRESENTATIONS

- Plenary speaker, “**Generative AI, pragmatics, and authenticity in second language learning**”, Conference on “Digital Learning Environments and Authenticity in English Language Teaching and Language Education”, May 2024, University of Coimbra, Portugal
- Keynote, “In an AI world, why learn a second language?” AsiaCALL Conference, Danang, Vietnam, November 2023
- “Integrating AI tools into instructed language learning,” Technology for Second Language Learning Conference, Ames, IA, October 2023
- “Intelligent writing assistance and instructed language learning,” EuroCALL Conference, Reykjavik, Iceland, August 2023
- “**AI Tools and Instructed SLA**,” CALICO Conference, Minneapolis, June, 2023
- “**Semiotics in CALL: Overview/Synthesis**,” CALICO Conference, Minneapolis, June 2023
- Keynote, “The future of technology & language learning” SEAMEO QITEP in Language (SEAQIL), Jakarta, Oct 2022
- “**Evolving Technologies for Language Learning**,” American Association for Applied Linguistics, Pittsburgh, March 2022
- “**A contrarian perspective on chatbots for language learning: The benefits of open dialog systems**”, EuroCALL 2022, Reykjavik, Iceland, August 2022
- “Optimizing language learning materials for blended learning” TED-ED talk and lesson developed for the Language Flagship Tech Center, 2021. <https://ed.ted.com/on/5aZBHFYn>
- Keynote, “Language Learning Today: Where is technology leading us and what does it mean for language teachers?”, Hong Kong, January 2021
- Keynote, “Advanced language technologies: What it means for teachers” CALICO Conference, Texas Tech, June 2021
- Keynote, “Constructing a porous classroom: Models for integrating informal and online resources into instructed language learning”, Fall Symposium, Institute of World Languages, University of Virginia, Charlottesville, October, 2019 <https://iwl.virginia.edu/event/2019-fall-iwl-symposium>
- "Complexity and computer-assisted language learning" EuroCALL 2019, Louvain-la-Neuve, Belgium, August, 2019, [Slides](#)
- "Bridging cultural divides through telecollaboration ," IAICS Conference, Brno, Czech Republic, July, 2019
- Keynote, "In a SMART world, why do we need language learning?", Pan-Pacific Technology-Enhanced Language Learning Conference, National Taiwan Normal University, Taipei, July, 2019 | See Mark Pegrum's [conference blog post](#)
- "Student-centered materials curation and OER creation," [MWALLT Conference](#), University of Kansas, October, 2018
- "Restructuring intermediate language instruction with open and student-curated materials," [19th CALL Conference](#) Bruges, Belgium, July, 2018
- "CALL evolution in practice: From teacher-oriented to student-centered" (with K. Murphy-Judy, Y. Gao), [CALICO Conference](#), University of Illinois-Urbana, May, 2018
- "Designing a collaborative OER textbook for intercultural communication," [2018 Intercultural Competence Conference](#), University of Arizona, January, 2018.

## RECENT WORKSHOPS GIVEN

- “Artificial intelligence and critical digital literacies in language learning,” [Workshop series](#) in Vietnam (HCMC, Hai Phong, Ha Long), November-December, 2023 (as English Language Specialist sponsored by US Department of State)
- “Language teacher preparation for an AI world,” AsiaCALL 2023, Danang, Vietnam, November, 2023
- “What does ChatGPT mean for teaching language and international studies?,” School of World Studies, VCU, March, 2023
- “Technology and the English language classroom”, Hong Kong Continuing Professional Development Hub (HKCPD Hub) for University English Teachers, January, 2021
- "Telecollaborative models for language learning," Institute of World Languages, University of Virginia, February, 2018

## TEACHING EXPERIENCE

All levels of German, from first year to graduate courses; French from beginning to advanced  
English as a Second Language, translation courses, comparative and American studies, taught in Austria (secondary),  
France (university) and Germany (university)  
Variety of courses in International Studies and Applied Linguistics  
New courses initiated at VCU: German Film, German Through the Media, German Children's Literature,  
Introduction to German Linguistics, Translation Workshop, The Grimm Brothers and Their Time,  
Language Learning and Technology, Communicating Across Cultures, 19<sup>th</sup>-century Rural Novel

## HONORS AND GRANTS

Nomination for SCHEV Outstanding Faculty Award, Commonwealth of Virginia, 2022  
VCU College of Humanities and Sciences Elske v.P. Smith Distinguished Lecturer award, 2019  
International Conference Travel grant, VCU Humanities Research Center, 2019  
Research Seed Grant, VCU College of Humanities and Sciences, 2018  
Research Grant, VCU Humanities Research Center: "Grimm Tales Reservecid", 2016  
Summer Research Grant, VCU Humanities Research Center: "Digital Archive of Grimm Fairy Tales", 2014  
Internationalizing a Core Course in World Studies, VCU Global Education Office, 2014  
CTE Pilot iPad Program, for experimental use of iPads in hybrid version of Intermediate German, 2013-14  
Fulbright Seminar: "Berlin European Studies Seminar", June, 2007  
H&S Student Engagement Grant: "Enhancing Instructor Coordination and Student Learning in Language Courses", 2006-7  
"Mobile Blogging for Learning and Collaboration," CTE Teaching Grant, 2005-6  
Travel grant, National Foreign Language Center, University of Hawaii, for the 2004 Conference on Distance Learning, 2004  
VCU Award for Innovative Excellence in Teaching, Learning & Technology, 2003  
Goethe Institute grant for participation in summer institute on the European Union, 2002  
"Enhancing Content-based Language Instruction Through Technology." CTE Teaching Grant, 2001  
AATG grant to attend Business German seminar, Düsseldorf, 2001  
Governor's Technology Award (for *Web Course in a Box*), 1998

## SELECTED SERVICE AND COMMITTEES (VCU)

### *University*

Interim Director, English Language Program, Global Education Office, 2014-15  
Chair, Search Committee, ELP Director, 2014-15  
Member, Global Learning Advisory Panel, 2013- ;Member, Digital Text Task Force, 2013-2014  
Member, Comprehensive Internationalization Task Force, 2013-14; Member, Online Education Task Force, 2012-2013

### *Department/College service (World Studies, Humanities and Sciences)*

Personnel & Curriculum Committees, 2013-  
Member, Search Committee, SETI Program and Assistant Director of Operations, 2013-14  
Coordinator, German Program, 2009-2013; Associate Director, 2006-2008

### *Study Abroad*

Developed summer program at the Deutsch in Graz Language School in Graz, Austria; Director, 1994-1996  
Initiated agreement of cooperation between VCU and Eurocentres Language Schools, 1993  
Director of summer study program at Alliance Française in Paris, 1979-80  
Developed summer study program at the Universität für Bildungswissenschaften in Klagenfurt, Austria;  
Director, 1980-81, 1982-83, 1983-84, 1985-86, 1989-90

### *Computing/Instructional Technology*

Developed and ran Faculty Mentoring Program in Instructional Technology, 1997-1999  
Co-developed "Web Course in a Box", learning management system, 1995-1999  
Wrote two funded proposals for Foreign Language Lab in PC's for Instruction Competition, 1992-94

### *Professional Service*

Executive Board, CALICO, 2015-2018  
Editorial Board, *Language Learning & Technology*, 1997-  
Member, Editorial Board, New Media Consortium Report, *Innovating Language Education*, 2016

May 2024