**Call for Papers**

**Special Issue of TESOL Communications**

**Technology Enhanced TESOL for ESL/EFL Learners: DDL, AI, and Language Assessment**

Guest Editors

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**Rationale and Significance**

This special issue highlights how English language teaching, learning, and assessment are being reshaped by advances such as Data-Driven Learning (DDL), Artificial Intelligence (AI), and other emerging technologies. These tools create inclusive, developmentally appropriate opportunities for learner engagement, timely feedback, and effective assessment in multicultural and multilingual contexts.

Research on DDL has consistently shown the benefits of corpus-based approaches in helping learners notice patterns, develop autonomy, and engage in inductive learning. Johns (1991) first introduced classroom concordancing, and Boulton and Cobb (2017) confirmed through meta-analysis that corpus consultation improves language awareness and retention.

AI-powered applications have also transformed TESOL by enabling formative feedback, adaptive learning pathways, and interactive scaffolding. Studies have shown that intelligent feedback systems, chatbots, and adaptive platforms can improve writing accuracy and feedback literacy (Berendt, Littlejohn, & Blakemore, 2020; Godwin-Jones, 2021). Zhai et al. (2021) reviewed a decade of AI in education and emphasized its role in personalization, learner engagement, and scaffolding.

In addition, research on digital and multimodal interaction demonstrates how technologies enhance participation and collaboration in online and blended classrooms. Hampel and Stickler (2012) highlighted the role of videoconferencing for multimodal interaction, while Warschauer (2019) argued that digital media can transform schools into learner-centered spaces. Reinders and White (2016) further showed how technology fosters autonomy by extending learning beyond the classroom.

This special issue explores how technology, particularly DDL, AI, and technology-enhanced assessment, is transforming ESL/EFL pedagogy. We particularly welcome contributions that reflect on multilingual and multicultural learning environments and that explore ways to make technology use more inclusive, effective, and developmentally appropriate. Unlike previous publications that emphasize individual technologies or broad EdTech integration, this issue foregrounds the interplay of DDL, AI, and assessment within TESOL contexts.

This special issue adopts a conceptual framework that positions technology as a mediator between pedagogy and learning outcomes. Approaches such as DDL, AI, and technology-enhanced assessment are not treated as stand-alone tools but as integrated elements of pedagogical practice, shaping task design, scaffolding, and formative feedback that together influence the quality of language learning. In TESOL contexts, these interactions can promote learner autonomy, improve assessment literacy, and lead to measurable learning progress (Hampel & Stickler, 2012; Warschauer, 2019). This framework establishes a foundational structure for the objectives and potential topics of the issue.

**Objectives and Focus**

This special issue will:

* explore how DDL can be adapted for ESL and EFL learners in various learning contexts
* examine the use of AI-powered tools such as chatbots, adaptive apps, and intelligent feedback systems with a focus on their pedagogical purposes, e.g., formative feedback, scaffolding, and feedback literacy
* highlight how smart technologies support classroom interaction and real-time assessment
* document digital literacy strategies for ESL and EFL instruction at different levels
* examine how different TESOL contexts, including multicultural and multilingual environments, affect the implementation of digital tools in TESOL pedagogy
* bridge classroom practice with practitioner-informed, research-based insights

**Potential Topics**

We invite submissions on topics such as:

* learner-friendly DDL and corpus-based tasks for ESL/EFL contexts
* formative feedback generated by AI to enhance feedback literacy and writing accuracy
* gamified learning platforms and their classroom integration
* classroom-based research using technology support in ESL/EFL instruction
* adaptive feedback and personalized learning technologies for assessment
* integrating technology for inclusive practices in multilingual/multicultural TESOL contexts
* challenges in implementing digital tools in different regions
* professional development for TESOL educators in digital pedagogy

**Target Audience**

This special issue is intended for TESOL researchers, ESL and EFL educators, teacher trainers, curriculum designers, and educational technology developers interested in enhancing language learning through innovative tools and practices.

**Expected Contributions**

Submissions may include the following categories:

* Research Articles (Empirical Research, Collaborative Practitioner Researcher Articles)
* Research Syntheses (Meta-analyses, Systematic Reviews, Scoping Reviews)
* Teacher Researcher Briefs (Classroom-based research and action research)
* Global Perspectives on Local Issues (Contextualized TESOL challenges)
* Teacher Expert Dialogues (Interviews)
* Voices from the Classroom (Reflective narratives)

Please check the journal website for submission types and guidelines: [TESOL Communications – Call for Papers](https://www.tesolcommunications.com/call_for_papers/?utm_source=chatgpt.com)

**Timeline**

* **Call for Papers Released:** September 1, 2025
* **Full Manuscript Submission Deadline:** January 31, 2026
* **Revised Manuscript Deadline:** April 30, 2026
* **Final Decision Notification:** May 31, 2026
* **Publication Date:** July 2026

**Proposal Submission**

Manuscripts should follow the submission guidelines on the *TESOL Communications* website: [https://www.tesolcommunications.com](https://www.tesolcommunications.com?utm_source=chatgpt.com).
Please indicate in your cover letter that your submission is intended for the Special Issue on **Technology Enhanced TESOL for ESL/EFL Learners**.

**For questions related to the special issue, please contact:**
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**Guest Editors’ Biodata**

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