

International Journal of TESOL Studies**Special Issue on Teaching and Teacher Development in Technology-enhanced Language Learning
Call for Papers****Guest Editors**

Dr. Lindsay Miller, Associate Professor, City University of Hong Kong, Hong Kong SAR, China

Dr. Junjie Gavin Wu, Assistant Professor, Shenzhen Technology University, China

Aims and Scope

Technology plays a crucial role in supporting language learning and teaching, particularly in the COVID-19 era. Previous literature has highlighted the affordances and constraints of using different technological tools from learners' perspectives. Yet, it is equally important to understand the benefits and obstacles from the perspectives of language educators too. This will better inform teacher educators to provide in-time support in pre-service and in-service teacher training. Against this backdrop, this special issue aims to further our current understanding of how language educators perceive and implement technology in organizing student learning; how they deal with the challenges they encounter; and, more importantly, how teachers can be supported to effectively organize learning activities in different technological environments. The editors would therefore like to invite contributions to technology-related topics, including but not restricted to the following:

- New technologies (e.g., AI, AR, & VR) and teacher professional development
- New demands in pre-service teacher education in the era of technology-enhanced language learning
- Teacher training and development of digital literacies
- Pedagogical, technological, and emotional challenges in applying technologies, especially new technologies, into language learning from the teacher's perspective
- Developing learner strategies for online learning
- Teacher support to effective student learning in the 21st Century
- Promoting learner autonomy in technologically enhanced learning environments.

Style Guide

The guest editors are hoping to attract contributions which exploit the full range of article type options the journal offers. These are found here: https://www.tesolunion.org/article_types/.

Proposed Timeline

Abstract submission: Submit an abstract of 250-300 words with a short bio to Dr. Lindsay Miller (enlinds@cityu.edu.hk) and Dr. Junjie Gavin Wu (junjiewu4-c@cityu.edu.hk) by 15 July, 2021. Potential contributors will be notified by 15 August, 2021.

Full manuscript due: 15 January, 2022

Peer review and editorial decision: 1 March, 2022

Anticipated publication date: September, 2022

Confirmed Contributors

Consider submitting your work to join the following authors for this special issue:

Kean Wah Lee, University of Nottingham Malaysia, Malaysia

Cynthia C. James, Ministry of Education Malaysia, Malaysia

Eric Hagley, Hosei University, Japan

Debbie Guan Eng Ho, Universiti Brunei Darussalam, Brunei

Xin Shan, University of Sydney, Australia

Yan Li, University of Sydney, Australia

About the Journal



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