

## **International Journal of TESOL Studies (IJTS)**

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### **Call for Papers**

#### **Recent Advances in Vocabulary Research in Language Learning and Teaching**

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##### **Aims and Scope**

Vocabulary research has gained traction among second language (L2) researchers since the 1980s, as many researchers realized the importance of vocabulary in L2 learning (Webb, 2020). As Wilkins (1972:111) put it, "Without grammar very little can be conveyed. Without vocabulary, nothing can be conveyed". Given the high correlation between vocabulary size and language proficiency measures, it is believed that mastering vocabulary is an essential part of learning a L2 (Schmitt, 2010). In the 2000s, formulaic language, as a type of vocabulary, started to gain popularity among L2 researchers (Wray, 2002). Formulaic language is as important as individual words because it not only permeates in the spoken and written discourse of English L1 speakers but also contributes to learners' L2 fluency (Schmitt, 2010). Methodologically, there are also many advances in vocabulary research, from the development of various vocabulary tests to the employment of corpus tools in vocabulary research.

There are some common challenges in vocabulary research. For example, a variety of individual and contextual factors may confound students' performance in vocabulary learning. These factors include differences in students' prior knowledge, motivation, and language exposure, as well as the socio-cultural context in which learning occurs. Such variability can make it difficult to draw

generalizable conclusions from research findings. In addition, the increased awareness of technology has changed the way that vocabulary is taught and assessed. Digital tools and online platforms have introduced new methods for vocabulary learning, such as interactive apps, gamified learning experiences, and online flashcards, which can enhance engagement and provide personalized learning paths. How vocabulary learning and teaching respond to these new technologies also requires researchers' attention.

This special issue welcomes submissions on various aspects of vocabulary in TESOL, including but not limited to:

- Teaching and learning vocabulary
- Assessing and measuring vocabulary
- Multi-word units
- Vocabulary learning beyond the classroom
- Factors influencing vocabulary acquisition
- Methodological innovations in vocabulary research
- Technologies (e.g. AI) and vocabulary

### **Important Dates**

Abstracts due: 1st February 2025

Full article due: 1st November 2025

Publication of the special issue: 1<sup>st</sup> quarter of 2026

### **Your abstract (max. 300 words) should include:**

1. Title of article
2. Author name(s), affiliation(s), website and ORCID, and contact information
3. A summary of the article
4. An explanation of the contribution the article will make to the theme of this special issue.

Articles should be papers with original research, including empirical data and systematic or scoping reviews. The length of the articles should be between 6,000 and 10,000 words, including references.

We also include articles focusing on Key Constructs in Language Teaching (3000-5000 words). This section is a distinctive feature of the Journal designed to offer readers clear and concise explanations of pivotal ideas within TESOL and Applied Linguistics. This feature aims to support readers in cultivating a deeper understanding and appreciation of essential theories and practices in language teaching, informed by contemporary discussions and debates.

Please email your proposal to [lcszhou@ust.hk](mailto:lcszhou@ust.hk) or [cyz@nus.edu.sg](mailto:cyz@nus.edu.sg) by 1st February 2025.

**References:**

Schmitt, N. (2010). *Researching Vocabulary: A Vocabulary Research Manual*. Palgrave Macmillan.

Webb, S. (2020). Introduction. In S. Webb (Ed.), *The Routledge handbook of vocabulary studies*. (pp.1-12). Routledge.

Wilkins, D. A. (1972). *Linguistics in Language Teaching*. MFT Press.

Wray, A. (2002). *Formulaic Language and the Lexicon*. Cambridge University Press.