

**International Journal of TESOL Studies (IJTS) Call for Papers**  
**Generative Artificial Intelligence (AI) Applications in TESOL: Opportunities, Issues, and Perspectives**

**Guest Editors:**

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**Aims and Scope**

The dynamic discipline of TESOL is always changing to meet the requirements of different teachers and learners worldwide. As such, the integration of generative artificial intelligence (AI) in TESOL, especially ChatGPT, has become ubiquitous, witnessing a notable surge of examination and exploration in the field, acknowledging its advantages and disadvantages (Jeon & Lee, 2023; Kohnke et al., 2023; Ulla et al., 2023). Recent studies have shown that incorporating generative AI tools has shown remarkable prospects, which include transforming language instruction, enhancing personalized language instruction, real-time language assessment, and dynamic content generation (Jeon & Lee, 2023; Kohnke et al., 2023; Ulla et al., 2023). However, despite the favorable impact and contribution of these generative AI tools to the pedagogical process, scholars have expressed apprehensions regarding copyright and ethical concerns as well as students' social skills, analytical reasoning, and creative abilities (Jeon & Lee, 2023; Kohnke et al., 2023; Teng, 2023). For example, Kasneci et al. (2023) posited that the responses generated by ChatGPT exhibit a dearth of originality, as they contained paraphrased texts from unknown sources, constituting an act of intellectual dishonesty. In other words, given the affordances of these generative AI tools to improve teaching and learning in the field of TESOL, it is also important to consider and examine some ethical concerns related to how these generative AI tools are used in language pedagogy.

This special issue aims to explore the various ways that generative AI tools are changing the field of TESOL, giving academics, practitioners, and researchers a forum to present their work, exchange ideas, and promote discussion on the potentially revolutionary effects of AI-driven language teaching and learning. All the upcoming articles in this special issue will explore the profound impact of AI-powered solutions on language learning outcomes and engagement levels, featuring comprehensive discussions on ethical guidelines and pedagogical approaches essential for the successful integration of AI in language education and TESOL. This special issue provides valuable insights into the evolving landscape of TESOL and the pivotal role of generative AI. We invite researchers, educators, and innovators to contribute to this exciting exploration of how AI is reshaping language education, and we look forward to fostering impactful discussions and collaboration in this space.

## **Call for Papers**

We invite submissions on various aspects of Generative AI in TESOL, including but not limited to:

- Theoretical and empirical research on the use of generative AI applications in TESOL
- Innovative pedagogical practices integrating generative AI applications in TESOL
- Ethical considerations of using generative AI applications in TESOL
- Professional development and teacher training in using generative AI applications in TESOL
- Future directions and challenges for implementing generative AI applications in TESOL

## **Manuscripts should be Research Articles, Reflections, and Conceptual Essays.**

1. Articles are papers with original research, including empirical data and systematic or scoping reviews. Articles should present new contributions regarding ideas, approaches, or understanding. The issue(s) or problem(s) must be clearly defined and contextualized, the research design well justified, and the data carefully analyzed, evaluated, and discussed. The length of the Articles is between 6,000 and 8,000 words, including references (but excluding materials in the annexes).
2. Reflections are critical reflective pieces on the author's teaching or innovative practices that have an impact on student learning. Reflections should be undergirded by relevant theoretical frameworks. They could be framed as a critique, interrogation, or evaluation of teaching and innovative practices. The context of each reflective piece must be clear, and examples should be provided for enhanced audience understanding. The length of the Reflections is between 4,000 and 5,000 words, including references (but excluding materials in the annexes).
3. Conceptual essays include essays that offer fresh perspectives or insights into a specific area. It may challenge the audience to have a different or deeper understanding of the topic area and further persuade the audience to set new directions for future teaching and innovative practices. The length of Conceptual Essays is between 3,000 and 3,500 words, including references (but excluding materials in the annexes).

## **Submission Guidelines:**

Authors are invited to submit original manuscripts adhering to the journal's formatting and referencing guidelines. All submissions will undergo a rigorous peer-review process to ensure the quality and relevance of the contributions. All articles are free and open access for international readership.

The deadline for submission of manuscripts for Articles, Reflections, Interviews, and Conceptual Essays is 30 August 2024. Please email submissions to [mbulla@alum.up.edu.ph](mailto:mbulla@alum.up.edu.ph)

## **Timeline:**

Abstract/proposal: April 30, 2024

Submission Deadline: August 30, 2024

Special Issue Publication: December 2024

Contributors may be invited to peer-review papers for the special issue in the months following. All manuscripts should be formatted according to the journal's style guide.

## References

- Jeon, J., & Lee, S. (2023). Large language models in education: A focus on the complementary relationship between human teachers and ChatGPT. *Education and Information Technologies*, 1–20. <https://doi.org/10.1007/s10639-023-11834-1>
- Kasneci, E., Sessler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günemann, S., Hüllermeier, E., Krusche, S., Kutyniok, G., Michaeli, T., Nerdel, C., Pfeffer, J., Poquet, O., Sailer, M., Schmidt, A., Seidel, T. . . Kasneci, G. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*, 103, 102274. <https://doi.org/10.1016/j.lindif.2023.102274>
- Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). ChatGPT for language teaching and learning. *RELC Journal*. <https://doi.org/10.1177/00336882231162868>
- Teng, F. (2023). Scientific writing, reviewing, and editing for open-access TESOL journals: The role of ChatGPT. *International Journal of TESOL Studies*, 5, 87-91.
- Ulla, M. B., Perales, W. F., & Busbus, S. O. (2023). 'To generate or stop generating response': Exploring EFL teachers' perspectives on ChatGPT in English language teaching in Thailand. *Learning: Research and Practice*. <https://doi.org/10.1080/23735082.2023.2257252>.