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Special Issue Call for Papers

Eye-Tracking in Second Language Teaching and Assessment: Advances and Challenges

Guest Editors

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Aims and Scope

The use of eye-tracking for research purposes in language teaching and assessment has been expanding rapidly over the last 20 years. Initially, early eye-tracking research focused on investigating how language is processed when reading or listening and to documenting the development of reading L1 skills (See Rayner,1998 for a review of early research). Since then, the range of topics in eye-tracking research has expanded to several areas: (1) test takers' eye movements and reading behaviors in reading tests (e.g. Bax & Chan, 2019; Brunfaut & McCray, 2015) and listening tests (Aryadoust, 2020, Holzknecht, et al. 2021), (2) L2 learners' eye movements during different language tasks such as writing (e.g. Chukharev-Hudilainen, et al., 2019), academic lecture listening (Latimer, et al., forthcoming) and interlocutor behaviour in speaking (e.g., Vranjes & Oben, 2022), and (3) L2 learner engagement with feedback (e.g. Lui and Yu, 2022) and (4) application of eye-tracking in language learning (Revesz, Stainer, Jung, Lee and Michel, 2023) and for language assessment (e.g. Berzak, Katz and Levy, 2018).

Whilst eye-tracking data offers important insight into language learning and assessment, the use of this technology is not a panacea. The intriguing insight that eye-tracking offers needs to be balanced with the practical difficulties of collecting the data and the complexities involved in analysing and triangulating the data.

In this special issue, we aim to reveal how this eye-tracking technology is being used to inform second language teaching and assessment and to discuss some of the practical and methodological issues which arise when using eye-tracking as a research, learning or assessment tool. Therefore, we welcome the following eye-tracking research topics:

- Test takers' eye movements and cognitive processes in language tests (preferably task types which have not been previously investigated);
- Use of eye tracking to examine language learners' behaviour in real-life and educational settings;
- Use of eye tracking to advance theories such as cognitive factors which impact L2 learning and acquisition;
- Application of eye-tracking tools for more effective language learning and assessment practice; and
- Use of eye-tracking to understand learners with special or additional needs

Other topics related to eye-tracking and language learning and assessment more broadly may also be considered.

Important Dates

Abstracts due: 1st March 2024
Full paper due:1st July 2024
Publication of the special issue: Summer 2025

Your proposal 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.

Please email your proposal to nicola.latimer@beds.ac.uk by 1st March 2024.

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