

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

### **Innovations in Applying Multimodal Input for Language Learning**

#### **Call for Papers**

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#### **Guest Editors**

##### **Junjie Gavin Wu**

Macao Polytechnic University, Macau SAR, China

##### **Sangmin-Michelle Lee**

Kyung Hee University, Korea

##### **Mark Feng Teng**

Macao Polytechnic University, Macau SAR, China

#### **Introduction and Rationale**

The rapid evolution of technology has led to a transformative shift in the landscape of language education. In recent years, generative AI has made it easier for language teachers to create multi-modal input to further facilitate students' L2 learning. Multimodal input has demonstrated its potential to break down barriers and make language learning more accessible and engaging (Teng, 2021). Multimodal input, including captioned videos (Teng, 2022, 2023), digital gaming (Chik, 2014), and glossing (Ramezanali et al., 2021), enhanced language learning beyond the classroom and emerged as a field whose development has been influenced not only by rapidly changing technology but also by a growing awareness of digital learning. Multimodal input-enhanced language learning has helped shift the focus from lecture mode to a more activity-driven learning experience. Language learning in the digital era has been reconceptualized as the adoption of a wide range of information and communication technology applications for language teaching and learning, from “traditional” drill-and-practice programs to more recent manifestations, such as those multimodal input provided helpful for web-based distance learning. This approach also extends to the use of interactive whiteboards, language learning in virtual worlds, and mobile-assisted language learning (MALL).

In response to the need for using multimodal input to promote research and scholarship on language learning beyond the classroom, we propose this special issue on the potential of enhancing EFL learners' language learning in the Asia Pacific region. Despite technology's potential to provide ever-increasing access to vast amounts of culturally rich, enjoyable material, EFL learners may still have limited cognitive ability in speculating, predicting, and comprehending input when being immersed in a flow of foreign utterances in this digital environment due to constraints in cognitive processing ability (Mac Lochlainn et al., 2020). This special issue aims to infuse praxis-based student-focused pedagogy into empirical investigations. The special issue is expected to establish a blueprint on how language learning can be enhanced for EFL learners through innovations, including innovation in multimodal input, as well as research methods that can be helpful for research in this line. The collection of in-depth research studies with a strong empirical base on the use of multimodal input will provide insights into how such techniques can further be harnessed for language teaching and learning, and how this domain of research can be further enhanced for researchers.

### References

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### Outline of Topics:

The call for papers aims to solicit well-written and sound research in the following areas, topics include but not limited to:

- \* Digital reading and language learning
- \* Multimedia input for foreign language learning
- \* Language learning through multimodal modes
- \* Innovative pedagogies (e.g., digital games, flipped learning and blended learning) and language development
- \* Multimodal glossing/annotation and language learning
- \* Social media and language learning for minority students
- \* Individual differences involved in multimodal input-assisted language learning
- \* Identity trajectories for EFL learners' use of multimodal input in the digital area
- \* Captioned videos and language learning

**Submission Instructions:**

Deadline for submission of manuscripts is 30<sup>th</sup> December 2025. Please email submissions to Gavin Wu (gavinjunjiewu@gmail.com), Sangmin-Michelle Lee (Sangminlee@khu.ac.kr), and Mark Teng (markteng@mpu.edu.mo). Accepted articles will be published online first before appearing in the issue. Contributors may be invited to peer review papers for the special issue in the months following.

**Timelines for the Special Issue:**

Abstracts/proposal due: March 30, 2025

Full manuscripts due: September 30, 2025

Publications: December 2025