

## **Special Issue: Critical GenAI Literacy in TESOL**

**Guest Editor: Dr Lucas Kohnke, The Education University of Hong Kong**

Generative artificial intelligence (GenAI) tools in TESOL classrooms are shaping how teachers plan lessons, how learners draft and revise texts, and how assessment is designed and interpreted (Lee et al., 2026; Kohnke et al., 2023; Moorhouse, 2024). Although they offer opportunities for personalised support and expanded access to language input and feedback (Crompton et al., 2024; Kohnke et al., 2025), GenAI tools also intensify longstanding TESOL concerns around the credibility of language explanations, the cultural appropriateness of examples, the fairness of feedback and assessment, and the ethical use of learner data (Edmett, 2025; Huang & Yan, 2025). Although outputs may appear fluent and authoritative, they can be inaccurate, biased, culturally narrow, or misaligned with local curricular goals and communicative realities. These concerns are especially significant in multilingual and postcolonial contexts, where dominant language norms embedded in AI systems may marginalise local practices, identities, and ways of meaning-making. The mediation of production and comprehension by GenAI also raises urgent questions about reliability, bias, authorship, academic integrity, privacy, and the nature of language competencies (Chan & Hu, 2023; Hockly, 2023). As the use of GenAI becomes normalised in everyday learning and communication (e.g. Moorhouse & Wong, 2025), TESOL needs a research-informed account of what critical GenAI literacy entails and how it can be taught, learned, assessed, and governed across diverse contexts.

In this special issue, critical GenAI literacy is understood as more than tool use or technical prompting skills. It includes learners' and teachers' capacities to (a) interpret and evaluate AI-generated language and information, (b) make transparent and ethical decisions about AI assistance, (c) recognise and respond to bias and sociocultural implications, (d) protect privacy and data, and (e) maintain agency and responsibility when GenAI reshapes participation, identity, and power in language education. We invite submissions that clarify conceptual frameworks, document classroom realities, and propose pedagogies and policies that support equitable and responsible GenAI use in TESOL. We particularly welcome full-length research articles (5,000–10,000 words) and brief reports (3,000–5,000 words), as well as studies of trends in research methods (4,000–6000 words) and discussions of key constructs in language teaching (3,000-5000 words).

### **Scope and aims**

This special issue aims to

- advance definitions and frameworks for critical GenAI literacy tailored to TESOL;
- document teacher/learner practices, tensions, and context-specific constraints;
- propose pedagogies, assessment approaches, and policies that support responsible, equitable GenAI use.

### **Suggested themes include, but are not limited to,**

- conceptualising critical GenAI literacy in TESOL (definitions, frameworks, constructs, measurement);
- critical evaluation of AI-generated language (accuracy, evidence, hallucinations, stance, pragmatics/discourse appropriateness);

- bias, fairness, and linguistic justice (accents, dialects, World Englishes, translanguaging, ‘standardness’ ideologies);
- AI, authorship and academic integrity (disclosure norms, attribution practices, classroom integrity pedagogies);
- assessment in AI-pervasive TESOL (validity, construct shifts, criteria, feedback, alternative assessment designs);
- feedback literacies and revision with GenAI (using AI feedback without undermining learning, autonomy, or motivation);
- learner agency and identity (voice/ownership, participation, confidence, willingness to communicate);
- teacher education and professional development for critical GenAI literacy (beliefs, agency, emotional labour, principled resistance);
- data privacy, surveillance, and governance (platform terms, institutional procurement, policies, classroom data practices);
- multimodal and multilingual dimensions (text–image–audio, cross-linguistic use, translanguaging);
- equity and access (under-resourced contexts, infrastructure constraints, differential access/benefits);
- research methods and ethics in GenAI-in-TESOL (consent, transparency, reproducibility, reporting GenAI use).

### **Types of submissions welcomed**

- Quantitative, qualitative, and mixed-methods empirical studies
- Design-based research and classroom intervention studies
- Conceptual/theoretical papers advancing critical GenAI literacy frameworks
- Systematic/scoping reviews and meta-syntheses
- Practitioner research with clearly articulated context and evidence-informed implications

### **Contribution expectation**

Where relevant, submissions should identify the GenAI tool(s)/model(s) and how they are used (teacher-facing, student-facing, or both); the ethical stance and disclosure/consent procedures; and the implications for pedagogy, assessment, teacher education, and/or policy in TESOL.

### **Timeline of Special Issue**

Manuscript Submission Due Date	<b>Dec 31, 2026</b>
1 <sup>st</sup> round of Review Notification	<b>Feb 15, 2026</b>
1 <sup>st</sup> round Revision Submission Due Date	<b>April 15, 2026</b>
2 <sup>nd</sup> Round Review Notification	<b>May 31, 2026</b>
2 <sup>nd</sup> round Revision Submission Due Date:	<b>June 30, 2027</b>
Final Acceptance Notification:	<b>July 31, 2027</b>

Estimated Publication Date with Issue number Date:	August 31, 2027
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## How to Submit your Manuscript

All submissions of the Special Issue should comply with the Author guidelines of *International Journal of TESOL Studies* (IJTS), available on <https://www.tesolunion.org/>. The submission to the special issue should fit within the scope of IJTS as described in the Aims and Scope of IJTS [https://www.tesolunion.org/aims\\_and\\_scope/](https://www.tesolunion.org/aims_and_scope/).

**All submissions should go to Lucas Kohnke, [lmakohnke@eduhk.hk](mailto:lmakohnke@eduhk.hk)**

## References

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