

# International Journal of TESOL Studies (IJTS) Call for Papers

## The Future of TESOL

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### **Guest editor**

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In a world where change is happening increasingly rapidly, education needs to adapt, and ideally these adaptations should be proactive, rather than simply reacting to a changing environment. Yet it is unclear what the future holds, what educational changes are needed and how we can prepare for the future. This special issue of IJTS calls for opinion articles speculating about the future of TESOL and setting research agenda to prepare for change.

### **Aims and scope**

Many of the unquestioned assumptions that the TESOL community held at the turn of the century are being contested. We used to believe that native speakers were the model that English learners should aspire to, that classrooms were where learning happened, that teachers were the main source of knowledge, that initial teacher training could prepare teachers for life, that learning was primarily a cognitive activity, and that courses should follow textbooks with measurable predetermined objectives that could be reliably and validly assessed. These assumptions are proving to be increasingly untenable.

Sociocultural and technological shifts challenge these preconceived notions. The growth of English means that much English communication is between users for whom English is not the first language, the focus of English as a lingua franca. The pandemic forced most teaching online. The rise of generative AI threatens teachers as the main source of knowledge. The social turn in applied linguistics challenges the predominance of cognitive approaches. Experiential learning paradigms downplay the value of predetermined objectives and the validity of traditional assessment. All of these changes mean that teachers need to constantly reskill and develop.

While these shifts put pressure on the status quo, educational systems have a lot of inertia and can be slow to change. Many parents still favor schools with native speaker teachers, and many suggestions about the use of generative AI simply facilitate current practice rather than disrupting towards a new educational paradigm. Such time lags allow teachers and institutions time to prepare for change, but effective preparation needs to be founded on valid

expectations of what the future holds, with interventions and changes in practice having solid grounds.

To this end, this call for papers for the special issue of IJTS, The Future of TESOL, solicits contributions that provide grounded predictions for how TESOL will change in the near future together with proposed research agenda that can provide guidance for the TESOL profession to prepare for the future.

### **Call for papers**

Members of the TESOL community are invited to contribute articles providing a grounded prediction of the future of TESOL and proposing a research agenda to facilitate the TESOL profession in preparing for this future.

### *Opinion articles*

Articles should provide a cogent, well-founded argument about future directions for TESOL. They need clear theoretical, data-based or research-based grounds for the argument. A possible structure for articles (this is intended as a flexible guide, not a format to follow) is:

- The current state of TESOL
- Sociocultural or technological trends or innovations that will cause TESOL to change
- The challenges and opportunities these trends or innovations provide
- Likely changes in TESOL in the medium term (5 - 20 years)
- Proposed research agenda to prepare TESOL for these changes

Articles should focus on an aspect of TESOL that is likely to change in the future. Possible topics include (but are not limited to) the following:

- Educational policy
- The norms of language use providing the objectives of TESOL
- The teaching environment
- Teaching paradigms and the role of teachers
- Technological innovations such as generative AI, automated translation and virtual worlds
- Teacher preparation and development
- How learners learn
- Assessment

Articles should be about 5,000 words long.

### **Submission Instructions**

Deadline for submission of manuscripts is 31st December 2024. Please email submissions to [irictodd@kmutt.ac.th](mailto:irictodd@kmutt.ac.th). 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. All manuscripts should be formatted according to the journal's style guide.