

Call for Abstracts:

TESOL Quarterly 2024 Special Issue

Assessing the effectiveness of corpus-based approaches to English language teaching

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Corpus linguistics has had a profound impact on L2 English language instruction in terms of available resources and the design of syllabi (i.e., *indirect*), as well as in terms of pedagogical activities and tasks themselves (i.e., *direct*; Leech, 1997). A robust body of scholarship supports the adoption of corpus-based language learning tasks in L2 English instruction, with particular emphasis on L2 writing and vocabulary development, learner perception data, and the Data-Driven Learning approach (Johns, 1990). However, attention to reading, listening, speaking, pragmatic knowledge, and other areas (e.g., use of learner-compiled corpora; integration of corpus-analysis activities with other pedagogical activities) is comparatively limited. Currently, there is room for more research investigating how corpus-based pedagogies impact learner development from quantitative, qualitative, and mixed-methods approaches that look for changes in production, metacognition, identity, and other areas of communicative competence.

One of two *TESOL Quarterly* 2024 Special Topic issues, **Assessing the effectiveness of corpus-based approaches to English language teaching**, aims to address such matters. Submissions to this special issue should be both theoretically grounded and rooted in practice with a strong emphasis on analyzing the impacts of the pedagogical activities on L2 English learner development. Preference will be given to submissions which focus on less commonly taught skills, linguistic features, and innovative corpus-based pedagogies through rigorous means of assessing development. Submissions should clearly motivate and outline the corpus-based pedagogical approach adopted, theoretically motivate the operationalization of development, provide careful and robust analysis of learner data, and include implications which may be generalizable to other English language instruction contexts.

For the special issue, we are accepting submissions for Full-Length Articles, Brief Reports, Research Issues, and Teaching Issues. Those interested in potentially contributing to the special issue should send the following information to both guest editors by **January 31, 2023**: a) the intended manuscript submission type/section, b) a title, c) an abstract of up to 300 words; and d) author bios (150 words max each) with contact info. See a timeline below:

<i>Action Item</i>	<i>Date</i>
Abstracts due:	January 31, 2023
Notifications for full paper submissions:	February 28, 2023
Papers due for peer review:	August 1, 2023
Reviews sent to authors	October 31, 2023
Final revisions due	January 1, 2024
Final papers to TQ	March 1, 2024