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Call for Proposals for the December 2027 Special Issue

Beyond Adoption: Responsible AI integration, teaching practices and linguistic equity in Chinese language education

Guest Editors:

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Since ChatGPT's public launch in 2022 (OpenAI, 2022), generative AI has rapidly entered language classrooms, offering new ways to practise communication and develop teaching materials. Research in second language education is beginning to examine these changes. Han (2024) calls for systematic investigation of what learners actually do when interacting with ChatGPT, while Godwin-Jones (2024) considers how agency is distributed among learners, teachers and AI tools. In Chinese language education, a recent collection of five empirical studies investigates AI use across Chinese teaching contexts (Shi & Lyu, 2025), while other studies examine perceptions of AI in teaching and learning (Li & Liang, 2025; Sun & Wang, 2024) or effects of AI in learning Chinese (Song & Tang, 2025; Wang, 2026).

AI's spread has also brought questions of accuracy, bias, transparency and human oversight into sharper focus (Kasneci et al., 2023; Yan et al., 2024). The EU AI Act, which entered into force in 2024 (European Commission, 2024), reflects a wider shift towards governing AI according to its uses and risks. Under these circumstances, the special issue asks what closer analysis of prompts, workflows, AI-generated texts, revisions, feedback and classroom interactions can reveal about human oversight, accountability and linguistic equity in practice.

This special issue shifts attention from whether AI is adopted to how its benefits and risks are negotiated in practice. ISO/IEC 42001 (ISO (International Organisation for Standardisation), 2023) adopts a Plan-Do-Check-Act approach to AI management and continual improvement. The NIST AI RMF (Tabassi, 2023) identifies four interrelated functions – Govern, Map, Measure, Manage – to support risk management throughout the AI lifecycle. Drawing on their emphasis on ongoing governance and improvement, this special issue uses design, deployment, evaluation and revision as an analytical lens for examining AI-mediated educational practices, to explore questions such as how practices are designed, how AI is deployed, how its outputs and effects are evaluated, and how practices are revised in response. It invites empirical studies of learners' prompts and AI-assisted writing; teachers' selection, revision and use of AI-generated materials and feedback; and policy texts concerning AI in Chinese language education for ethnic minority learners. Across these settings, the special issue concerns not only how AI tools are used, but also which forms of Chinese are treated as appropriate, how cultural knowledge is represented, who has the authority to assess and change AI-generated content, and how responsibility and linguistic equity are negotiated among learners, teachers and institutions.

Contributions may examine questions such as:

- Which varieties and styles of Chinese do AI tools present as correct or appropriate, and how are those judgements communicated to learners?
- How do AI tools represent learners' other languages and cultural experiences? When do learners and teachers accept, question or revise these representations?
- How do learners and teachers identify inaccurate or unsuitable AI-generated material? Who reviews it before it is used, and how are recurring problems addressed?

- Who selects AI tools and sets language standards for their use? How are these decisions explained, and who is responsible when particular groups of learners are poorly served?
- How do teachers and researchers monitor and measure learners' acceptance, perceptions, and feedback in AI-assisted learning environments? How is affordance defined in such a setting, and what are the implications?
- How do policy documents define appropriate uses of AI and AI literacy in Chinese language education? Whose linguistic needs and perspectives inform these policies, how are their effects assessed, and what provisions allow the policies to be revised?

Manuscript submission information:

Interested authors are asked to submit the following to the guest editors (qi.zhang@dcu.ie & henghua.su@xjtlu.edu.cn) using the abstract template included at the end of this call:

1) a manuscript title and an abstract of up to 300 words (excluding references and tables), and
2) a short bio of authors (100 words maximum per author).

Important dates:

5th December 2026: Deadline for abstract submission

4 January 2027: Invitation letter to authors for full paper

30th April 2027: Deadline for full paper submission

Planned publication date: December 2027

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Abstract Template

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