

# Editorial: Special Issue in Honour of Carol A. Chapelle's Decades-Long Contributions to Language Testing, Assessment and Learning

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## Abstract

During her distinguished career, Carol A. Chapelle has made profound contributions to the language testing, assessment and language learning fields. These contributions have significantly shaped the scholarship of applied linguistics, computer-assisted language learning (CALL), task-based language learning, and language assessment. Chapelle's innovative research has consistently expanded the frontiers of how technology can be harnessed to enhance language learning and teaching, while also advancing theoretical frameworks that support effective assessment practices. Chapelle's work has not only impacted academic research and publication but also informed practical applications and language policy development around the world, making her a pioneer in the integration of technology and technology-enhanced language education.

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## <sup>1</sup>Introduction

During her distinguished career, Carol A. Chapelle has made profound contributions to the language testing, assessment and language learning fields. These contributions have significantly shaped the scholarship of applied linguistics, computer-assisted language

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learning (CALL), task-based language learning, and language assessment. During her distinguished career, Carol A. Chapelle has made profound contributions to the language testing, assessment and language learning fields. These contributions have significantly shaped the scholarship of applied linguistics, computer-assisted language learning (CALL), task-based language learning, and language assessment. Chapelle's innovative research has consistently expanded the frontiers of how technology can be harnessed to enhance language learning and teaching, while also advancing theoretical frameworks that support effective assessment practices. Chapelle's work has not only impacted academic research and publication, but also informed practical applications and language policy development around the world, making her a pioneer in the integration of technology and technology-enhanced language education.

This special issue of *Language Teaching Research Quarterly* brings together 23 articles from language teachers and researchers around the world. These articles are reflective of the profound impact of Chapelle's research legacy. This collection highlights the diverse perspectives and groundbreaking research studies that focus on key themes central to Chapelle's work. These themes include validity in language assessment, technology-mediated and enhanced learning, task-based teaching and learning approaches, and the evolving, crucial role of artificial intelligence in language education. Together, these contributions offer a rich collection of work that both showcases Chapelle's cutting edge achievements and delineates future trajectories for research and practice in the ever-changing landscape of language teaching and learning.

In the following paragraphs, brief descriptions of the 23 articles featured in this special issue are provided. Each contribution offers unique insights into one or more of the key themes inspired by Carol Chapelle's impactful academic work, including technology-enhanced and task-based teaching and learning, assessment, and the role of AI in language education. Together, these articles reflect the vibrant and diverse research landscape shaped by Chapelle's legacy and point toward exciting future research directions.

Carol Chapelle's four-decade career has shaped applied linguistics, notably in CALL, SLA, and language assessment. This opening paper in this special issue, authored by **Blin** and **Hubbard**, highlights her impact on CALL through personal reflections on her influence.

The second paper in this special issue presents reflections from former students, **Xu, Lee, Karatay** and **Karatay**, on Dr. Chapelle's influential work in applied linguistics, highlighting her contributions to CALL, CALT, and validity theory, as well as her mentorship, research, and teaching. It reveals her behind-the-scenes dedication to advancing language teaching, learning, and assessment practices.

The author of the next article, **Estela Ene** thanks Carol Chapelle for participating in an interview for LTRQ's special issue, focusing on her impactful work in language learning and technology, showcasing her past contributions and exploring future directions in the field.

Since Chapelle's influential work, CALL has expanded significantly, integrating SLA theories and methods. This paper by **Ziegler** reflects on thirty years of research, highlighting how technology-mediated interaction enhances understanding of language learning processes and supports second language development in increasingly normalized educational contexts.

The next article in this issue reports on a study by **Luque-Agulló** and **Almazán-Ruiz** which explores pre-service English teachers' perceptions of a checklist for evaluating language learning apps and how these perceptions evolved post-COVID. Findings show positive views on the checklist's usefulness and a growing inclination to integrate and critically assess apps in classroom practice, especially after the return to in-person teaching.

**Weideman's** paper emphasizes the often-overlooked value of documenting language test development. Drawing on Carol Chapelle's work, it explores vocabulary assessment and computer-assisted testing through a five-phase design model, showing how deliberate design choices improve test quality, theoretical soundness, and language assessment literacy among developers while balancing practicality and effectiveness.

In their paper, **Burstein** and **Laflair** integrate classical assessment validation principles, validity, reliability, fairness, with responsible AI (RAI) ethics for technology-based assessments. Using Chapelle et al. as a foundation, the authors propose a framework for the ethical AI use in assessments. Their research supports validity arguments, human stewardship, and continuity with broader social responsibility in AI.

**Gutiérrez-Colón** and **Pidgeon** stress the need for an English proficiency test customized for those with intellectual and developmental disabilities or IDD. Their paper proposes a CEFR-aligned, technology-enhanced assessment that involves one or more of the physiological senses. Designed with the properties of validity and reliability in mind, the assessment aims to enhance test taker employability, and inclusive educational practices for students with intellectual and developmental disabilities.

Underscoring Chapelle's influence on the argument-based approach, **Leung** and **Lewkowicz** present the evolution of English language test validation. They examine the many challenges in defining a solid proficiency construct amid the shifting views on communicative competence and multilingualism. These evolving views call into question

Coombe et al.

how these changes impact test validation practices in modern-day language assessment frameworks.

**Kılıçkaya** and **Kic-Drgas** examine EFL students' use of an AI tool for reading assignments, highlighting enhanced engagement, feedback, and critical thinking. Participants interacted with AI through written and spoken tasks. Despite technical and privacy challenges, findings support chatbots as effective supplements to classroom learning, with recommendations for improved design and research.

The research team of **Harsch**, **Buschmann-Göbels**, and **Müller-Karabil** explore the benefits and limitations of generative AI in higher education language learning. Emphasizing that technology cannot replace human educators, they examine institutional strategies, teacher support, and student involvement. The study highlights evolving roles and needs in language education amid rapid technological advancements.

Inspired by Chapelle's framing of AI as a pedagogical turning point, **Alexander** and **Savvidou** investigate teaching academic integrity amid Generative AI use. Their mixed-methods study with ESL undergraduates in Cyprus shows that targeted interventions improve students' AI awareness, ethical understanding, and academic writing, offering guidance for responsible GenAI integration in education.

**López** and **Hsieh** study how primary school teachers in seven countries use technology to assess young language learners' speaking and writing skills. Through surveys and interviews, they identify useful tools, challenges faced, and benefits perceived. The findings inform better design of assessment technologies and improved teacher practices.

Using Receiver Operating Characteristic (ROC) curve analyses, **Zhang** and **Wilson** evaluate the accuracy of MI Write's automated writing assessments across fall, winter, and spring in predicting non-proficiency on the Smarter Balanced ELA test. Using ROC analyses, they examine the effects of grade, season, and language status, discussing implications for adopting AI-based assessments in middle school education.

**Kim** and **Baghestani** investigate how often language testing publications use the incorrect phrase "validity of the test" despite Standards advising validity refers to score interpretations for specific uses. Analyzing 470 articles, they find frequent misuse but also evidence that authors understand validity's proper meaning, highlighting adherence gaps and causes.

Revisiting reflection in e-portfolios is the topic under study in this article by **Lam** who explores how e-Portfolios enhance student learning through reflection, a key process fostering writing skills and metacognitive awareness. The paper reviews research on

digital reflection, critically examining three approaches—soliloquy, dialogue, and multilogue—and discusses pedagogical strategies to effectively implement reflective practices in virtual learning environments.

Authors **Butler** and **Jiang** feel that the rapid advancement of generative AI, along with other digital technologies, is drastically changing the needs of language learning students and teachers. As such, this classroom-based exploratory study focused on pre-service language teachers in a professional development program and investigated their perceptions of ChatGPT's affordances, the competencies necessary to use ChatGPT effectively, and how they incorporate these affordances into their pedagogical task designs to foster those competencies.

**Cheng** and **Guo** explore English tests' impact on young learners in China using a sociocultural lens. Through drawings and interviews with children aged 5–10, they reveal how emotions, family support, social pressures, and cultural values shape test experiences, highlighting the deep influence of sociocultural factors on test consequences.

**Kang, Yaw,** and **Ahn** studied speaking improvements of 52 Korean IELTS prep students over three months. Analysis showed significant fluency gains, with complex links between learner backgrounds and language development. Results inform language testing, assessment validity, and curriculum planning, highlighting progress and diverse learner influences on speaking performance.

Carol Chapelle's influential work linking second language acquisition theory, task-based learning, and technology in language education is the basis for **Peterson** and **Swier's** article which focuses on digital games in CALL. In their research, they explore parallels between effective tasks and game design, emphasizing the ongoing importance of integrating SLA research with technological advances to enhance language learning.

**Farr** and **Karlsen** examine how English language teacher education in Ireland and Norway supports practice-based learning using Grossman et al.'s (2009) pedagogies of practice framework. Surveying student teachers, they find diverse opportunities for individual and collective practice, often assessed, which students highly value, especially when closely connected to real classroom experiences.

A year-long use of Google Docs for synchronous collaborative writing is the focus of this study by **Yim** and **Warschauer**. In the context of middle school, their study highlights benefits like improved writing flow, verbal reflection, and audience awareness, while noting challenges such as efficiency pressures and ownership conflicts. The research offers key pedagogical insights for integrating collaborative writing technologies.

Coombe et al.

In the concluding article of this special issue, the author herself, **Chapelle** along with **Panahi**, and **Mohebbi** systematically review Carol A. Chapelle's influential contributions to language assessment and learning, highlighting her work on validity, technology integration, task-based approaches, and innovative frameworks that have shaped research, practice, and policy in second language acquisition and assessment.

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