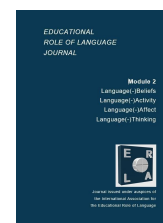# CALL FOR PAPERS

under

Educational Role of Language Strand Language Methodologies

Intervention-Based Methodologies in Second Language Acquisition: Pedagogical and Linguistic Innovations

overview (leading theme)	This theme focuses on practical, tested interventions that improve ESL/EFL learning. All papers should present classroom-based or tech-supported strategies that enhance language skills. Given persistent challenges like low proficiency and learner anxiety, the issue highlights what works in real settings—especially in multilingual contexts like the Philippines.
content (exemplary questions)	1. What classroom-based interventions have been most effective in improving the language proficiency of ESL/EFL learners? 2. How can action research empower teachers to innovate and refine second language teaching strategies? 3. In what ways do AI-assisted tools, digital platforms, or gamified approaches enhance second language acquisition? 4. How do teacher-led innovations in scaffolding, feedback, or motivation influence language learning outcomes? 5. Which specific interventions are most successful in developing learners' speaking, listening, reading, or writing skills? 6. What role do native Philippine languages play in shaping learners' second language acquisition, and how can this be used pedagogically in classroom interventions? 7. How can translanguaging practices involving Filipino and regional languages support ESL/EFL learning in multilingual classrooms?
theories and practices (terminology, methods, etc.)	This volume explores second language acquisition (SLA) by bridging foundational theories with intervention-based methodologies. It examines key concepts such as interlanguage, sociocultural theory, communicative and task-based teaching, input/output hypotheses, the affective filter, constructivism, and translanguaging. These theoretical frameworks inform practical strategies including classroom interventions, action research, AI-assisted and gamified tools, scaffolding, and differentiated instruction. Emphasis is placed on real-world applications that enhance proficiency, motivation, and engagement in multilingual and multicultural ESL/EFL settings—particularly within Filipino classrooms.
dates and details (submission, email(s) etc.)	Call for Papers Opens: August 4, 2025 Abstract Submission Deadline: October 15, 2025 Notification of Acceptance: October 30, 2025 Peer Review Period: November 2025 – March 2026 Feedback and Revisions Due: March 15, 2026 Publication Date: April 2026 Jessa Mae A. dela Cruz and Mikaela Louise De Guzman Volume's Guest Editors – Intervention-Based Methodologies in SLA jessamae.delacruz@dyci.edu.ph; mikee.deguzman@dyci.edu.ph Dr. Yanga's Colleges Inc., Bulacan, Philippines