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(ALLiED Journal)

Call for Papers for Special Issue
New Trends in English Language Teaching, Learning and Education

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Over the past decade, the field of English Language Teaching has witnessed a significant reconfiguration shaped by intersecting pedagogical, technological, and sociolinguistic developments. These transformations have prompted a re-examination of the theoretical foundations, methodological orientations, and educational priorities that inform contemporary language pedagogy. Emerging digital infrastructures, increasingly multilingual learning environments, and the growing presence of data-driven and AI-enhanced tools are not merely expanding the range of available practices; they are redefining the epistemological assumptions underpinning teacher education, learner engagement, assessment, and curriculum design. At the same time, global shifts in educational delivery – accelerated by recent crises – have foregrounded the need for adaptive models capable of addressing issues of access, learner diversity, and pedagogical sustainability. Within this complex and evolving scenario, the edited volume *New Trends in English Language Teaching, Learning and Education* seeks to offer a critical and research-informed space for investigating how these dynamics are reshaping ELT and for exploring innovative trajectories that may guide its future development.

We invite scholars, researchers, teachers, and practitioners to submit contributions that explore emerging themes and innovative perspectives in ELT, including but not limited to:
- the dynamics, challenges, and attitudes surrounding digital learning environments;
- relationships between language theories and classroom practices;
- the use of audio description as a pedagogical tool in specialised language instruction;
- issues in third language learning, multilingual competence, and learner corpus analysis;
- integration of web-mediated content into writing pedagogy and its implications for learner performance;
- innovations in receptive skills instruction within ELT curricula;
- applications of sentiment analysis to ELT/ELF contexts;
- potentials and limitations of mobile apps and digital tools for EFL learning;
- experiences with learning management systems for online teaching and assessment, including practices developed during emergency remote instruction;
- the use and impact of videoconference-based examination in complex educational settings;
- pedagogical and ethical considerations surrounding artificial intelligence in ELT;
- the role of corpora and interactive platforms in translation training and post-editing activities;
- fostering critical thinking skills in post-pandemic language education.

The volume aims to offer a multifaceted and up-to-date overview of current developments, encouraging international dialogue on sustainable, inclusive, and research-informed approaches to language education.

Submission of articles

Authors wishing to contribute are invited to send their article by **May 15, 2026** to Giuseppe Balirano (gbalirano@unior.it), Gašper Ilc (gasper.ilc@ff.uni-lj.si), Tania Zulli (tania.zulli@unich.it), and to claor@unior.it (the latter preferably in Cc).

Contributions should be in English and should be between 7,000 and 8,000 words (references excluded from the word count). We ask authors to send an editable Microsoft Word document (.docx or .doc). Please do not use any desktop publishing software.

Authors should submit two Word files:

One file labelled "ALLiED_short title of article_date" (e.g., ALLiED_New Trends in ELT_19012020) containing an anonymous digital copy of the article (no headers, footers or running heads);

One file including author's name, postal and e-mail addresses, telephone and fax numbers), word count of article, a short summary (150-200 words) and a list of up to six keywords, together with the title of the article and brief biographical notes (academic affiliations and principal publications; the bionote should not exceed 100 words).

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