

Call for papers for a special issue of *Lingue e Linguaggi* on “Redefining English teaching and learning in digital contexts at tertiary level”

Guest-editors: Federico Gaspari (Università Telematica San Raffaele di Roma, Italy) and Roxanne Holly Padley (Università Telematica Pegaso, Italy)

Abstract proposals are sought for a special issue in the peer-reviewed international journal *Lingue e Linguaggi* focusing on how English teaching and learning at university are being redefined in digital contexts. New technologies, generative AI, and digital approaches to English teaching and learning are constantly evolving, with variable degrees of success and satisfaction for lecturers and students (e.g., Padley, 2020; Luppi, 2022; Iori, 2023). English is increasingly taught and learnt at university through online platforms, virtual environments and apps, and this applies both to specialist students (e.g., of languages, linguistics, translation, interpreting, and linguistic and cultural mediation) as well as to those in other areas and disciplines. In addition, the digital dimension is becoming more and more an integral part in both traditional academic settings (e.g., Kostka and Toncelli, 2023; Suárez and El-Henawy, 2023; Hassan, 2025) and in informal learning (e.g., Pavesi and Bianchi, 2024; De Riso, 2025; Lai and Wang, 2025).

This special issue intends to encourage an open and inclusive debate on the issues, opportunities and challenges involved in teaching and learning English online at university, focusing on how traditional approaches and practices are being modified and updated, and on the new and emerging methodologies and technologies that exploit the full potential of digital language education. We invite theoretical, methodological, pedagogical and applied contributions, case studies and position papers in English with a strong research component that examine fully digital, hybrid, blended, synchronous and/or asynchronous university courses and classes at undergraduate and postgraduate level, including Masters’ and doctoral programmes, as well as those delivered in English within English as a second language contexts.

Topics of particular interest for the special issue include, but are not limited to, the following:

- Innovative curriculum and syllabus design
- Revisiting methodologies such as peer education, cooperative learning, group work, task-oriented learning, project- and portfolio-based activities, etc.
- Technologies, tools, apps, platforms and virtual environments
- Immersive, augmented and extended reality
- Gamification approaches
- (Generative) AI, Large (and Small) Language Models and Chatbots
- Methods, protocols and applications of ELF contextualization
- The role of (audiovisual and multimedia) translation from and/or into English in combination with other source and target languages
- Collaborative Online International Learning (COIL) and other forms of internationalisation related to teaching via English
- Accessibility and inclusion strategies for students with disabilities and special educational and learning needs
- Developing learners’ autonomy, self-assessment skills and reflexivity

- Informal learning outside the (digital) classroom
- Formative and summative evaluation, assessment, testing and feedback
- Monitoring the quality and effectiveness of teaching and learning

Abstract proposals in English (maximum 300 words, excluding references) should be sent by 15 May 2026 to both guest-editors: federico.gaspari@uniroma5.it and roxanneholly.padley@unipegaso.it

Notification of acceptance: 1 June 2026

Deadline for submission of full manuscripts: 18 September 2026

Deadline for submission of revised papers: 1 February 2027

Publication: 2027

References

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- Hassan, A. Q. A. (2025) “The Role of Artificial Intelligence in Enhancing English Language Teaching (ELT): A Review of Tools, Trends, and Pedagogical Impacts”. *Forum for Linguistic Studies* 7(8): 827–844.
- Iori, I. (2023) “Online ELT during the Covid-19 Pandemic: A Case Study on Students’ Perspectives”. In Franca Poppi and Josef Schmied (eds) *“A Terrible Beauty Is Born”: Opportunities and New Perspectives for Online Teaching and Assessment*. Special issue of *Lingue Culture Mediazioni* 10(1): 231–255.
- Kostka, I. and R. Toncelli (2023) “Exploring Applications of ChatGPT to English Language Teaching: Opportunities, Challenges, and Recommendations”. *The Electronic Journal for English as a Second Language* 27(3): 1–19.
- Lai, C. and Q. Wang (2025) “Online informal learning of English and receptive vocabulary knowledge: Purpose matters”. *ReCALL* 37(1): 62–78.
- Luppi, F. (2022) “Tools and models for distance teaching in an English Language and Culture university course: the flipped classroom and cooperative learning in a digital environment”. *Altre Modernità* 27: 181–195.
- Padley, R. H. (2020) “Italian Coronavirus Teaching Emergency: A comparative analysis of university student motivation and performance – online vs face-to-face English language learning”. *Journal of Applied Languages and Linguistics* 4(1): 58–71.
- Pavesi, M. and F. Bianchi (eds) (2024) “‘In the Presence of English’ Informal English Language Learning in Italy”. Special Issue of *Lingue e Linguaggi* 66: 1–319.
- Suárez, M. and W. M. El-Henawy (eds) (2023) *Optimizing Online English Language Learning and Teaching*. Berlin: Springer.