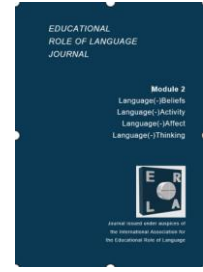


CALL FOR PAPERS under

Educational Role of Language Strand 1-3: Language & Methodology



The Transformative Role of Language and AI in Education (Interdisciplinary Perspective)	
overview (leading theme)	Language has a special position in educational systems across the globe. With the beginning of the new “third cycle” of ERLA’s trajectory, starting with <i>methodology</i> in 2027, the focus will be on the macro- and microcontexts of teaching and learning. Therefore, this special issue will focus on how language determines teaching and learning at all levels of education within different contexts and environments (physical, hybrid, online, and virtual environments) by means of different teaching methodologies. With the rapid progress of technology, specifically AI, there has been a growing interest in exploring innovative (digital) teaching methodologies that not only enhance learning experiences and outcomes but actively engage students in the learning process.
content (exemplary questions)	How are digital technologies, specifically AI, changing the educational realities across the globe? How is the integration of AI <ul style="list-style-type: none"> - affecting language <i>curricula design</i> and content delivery? - transforming <i>pedagogical strategies</i> in language teaching and learning or education in general? - affecting approaches and methods of enhancing student <i>motivation</i> (human-like written/spoken responses; media content in real-time) and <i>engagement</i> in interactive learning experiences (fostering critical thinking and problem-solving)? - providing <i>personalised learning opportunities</i> (receiving feedback specifically tailored to learning needs)? - affecting <i>language learning assessment methodology</i> in educational practice (course structure/assessment/plagiarism/ethical issues)? - changing the language teaching methodology in the development of <i>essential academic competencies in higher education</i> (literature searches, summarising information, generating research paper outlines)? - influencing the <i>quality of learning experiences</i> and offering opportunities for more inclusive and engaging educational experiences for students of diverse linguistic backgrounds? - changing the field of <i>methodologies in HE</i> language teacher training, translation studies, and/or teacher professional development (personalised mentorship for professional development)? - affecting the need for language learning for cross-border student mobility and global academic exchange?
theories and practices (terminology, methods, etc.)	This special volume will be dedicated to the field of teaching methodology of various social, educational or philological studies, covering various theories concerning the issue of innovative methodologies in teaching and learning (in general), but also in the teaching of languages (English (ELT/ESP) and other languages (L1/L2/FLA)). The volume will focus on research studies including classroom practice and problem-solving activities developed through theoretical and empirical research processes. It will also include the views and perceptions of language teachers and students regarding the advantages and disadvantages of innovative teaching methods, encouraging the submission of case studies on applied innovative teaching methods. The overall aim will be to unite with the ERL aim of <i>bringing about meaningful changes to educational systems across the globe and rendering language(s) fully justified and highly developmental foundations</i> as necessary due to the modernisation or improvement of teaching and the exchange of experiences among linguists, (language) teachers, educational experts, and <i>methodologists</i> from different schools and universities.
dates and details (submission, email(s) etc.)	Call for papers opens: June 2, 2026 Full paper submission deadline: August 15, 2026 Notification of acceptance for review: September 15, 2026 Peer review period: September - November 2026 Feedback and revisions due: November 31, 2026 Publication acceptance: December, 2026 Publication date: January, 2027 Editors: Dr Slađana Marić, sladjana.maric@ff.uns.ac.rs , Dr Monica Tilea, Dr Alexandru-Constantin Strungă

ERL Journal is designated for papers on cross-disciplinary, educational and linguistic issues. It is meant to address (I) the position of language and how it is put into practice across different schools, cultures, methods and personalities, and (II) the experiencing of language by learners in terms of their language beliefs, activity, affect and cognition. ERLA Journal includes theoretical and empirical papers, presenting qualitative and quantitative approaches. Resting on the overarching premise of language shaping our reality and education (assignment of meanings to the world and subject matter learnt), it ultimately aims to unravel this process and to boost the position of language in education.