

Call for Papers

Fortell, Issue 55 (July 2027)

Special Issue on

Language Teaching Materials: Trends, Innovations, and Contexts

Fortell invites original research papers, review articles, and case studies for a forthcoming issue on language teaching materials in contemporary educational contexts. In recent decades, the field has shifted significantly from viewing materials as static textbooks to seeing them as dynamic, adaptable, and learner-centered resources that shape the quality of language learning. ELT materials have evolved beyond traditional textbooks to include multimodal, interactive, corpus-informed, and AI-enabled resources that are reshaping how languages are taught and learned.

Contemporary scholarship calls for a fundamental rethinking of materials design through postcolonial, decolonial, and translanguaging lenses (Pennycook, 1998; Holliday, 2005; García and Wei, 2014). Recently, the field has engaged with critical pedagogy and inclusivity (Freire 1970; Gray 2010; Banegas 2018) which advocates for materials that are culturally responsive, inclusive, and reflective of diverse learner identities and varieties of global Englishes.

This issue seeks contributions that engage critically and empirically with these challenges. It encourages authors not only to critique existing materials but also to explore practical, equitable, and culturally sustaining alternatives. *Fortell* welcomes submissions addressing, but not limited to, the following themes:

- Representation and inclusion—How cultural identities, local contexts, and minoritized voices are embedded in or excluded from materials.
- Critical materials analysis—Frameworks for auditing bias, stereotyping, and ideological positioning in published resources.
- Inclusivity, representation, and critical pedagogy in materials.
- Teacher-designed and adapted materials—Practitioner accounts of localizing or co-constructing culturally responsive texts and tasks.
- Translanguaging and multilingual materials—Resources that draw on learners' full linguistic repertoires.
- Learner identity and agency—Materials that position multilingual students as resources rather than deficits.
- Postcolonial and decolonial perspectives—Challenging dominant language ideologies in global coursebook culture.
- Digital and multimodal materials—Designing flexible, culturally

pluralistic resources for technology-enhanced learning.

- Culturally fair assessment—Designing tasks, rubrics, and test items that do not advantage culturally dominant groups.

This issue aims to bring together diverse perspectives and foster dialogue on the future of language teaching materials in an increasingly complex and digital world.

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Submission Guidelines

Soft copies of research papers and review articles (not exceeding 6000 words inclusive of a 100-150 word abstract, 5-6 keywords, and references), book reviews (750-1000 words), and a brief bio-note of about 30 words per contributor should be submitted via the Google form titled "Fortell July 2027 Issue 55 Submission" at <https://forms.gle/og5HcfLS3CRxLcfV6>.

Successful submission through the Google Form serves as acknowledgment. No other acknowledgement will be sent. A copy should also be emailed to fortell.journal@gmail.com. Articles must follow the 7th edition of APA style. Consult the journal website (<https://www.fortell.org/>) for detailed guidelines. Incomplete or non-compliant manuscripts will not be considered.

Contributors must sign a Declaration Form via the Google form certifying that the paper is original (without or with minimal use of AI), has not been published earlier, and is not under consideration elsewhere. Full contact details (name, email, etc.) must be provided in the Google form.

Apart from the theme, articles of general interest to teachers of language and literature may also be considered for publication. The decision of the editors/reviewers would be final. Select articles may be included in a future anthology.

Submissions are accepted from **September 1, 2026 to October 31, 2026**.

NOTE: Beware of fraudulent advertisements or individuals charging fees for guaranteed publication in *Fortell*. FORTELL does not charge any publication or processing fees and follows a rigorous blind peer-review process.

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