



EDITORIAL

This special issue of Research Papers in Language Teaching and Learning addresses one of the most timely, dynamic, and consequential developments in contemporary education: the integration of Artificial Intelligence in language education. At a time when AI is rapidly entering educational, academic, and professional domains, often with unprecedented speed and sometimes with insufficient pedagogical reflection, this volume offers a particularly valuable and much-needed scholarly contribution. The papers brought together here do not approach AI as a passing trend or merely as a technical innovation. Rather, they examine it as a phenomenon that is already reshaping the conditions under which languages are taught, learned, assessed, and experienced. Across diverse contexts and perspectives, the contributions in this issue engage with key questions surrounding AI literacy, critical prompting, writing development, feedback cultures, ethical mediation, pedagogical design, and domain-specific applications of large language models. What emerges across the issue is a shared recognition that AI is not merely another technological addition to the language classroom, but a development that compels us to rethink literacy, authorship, feedback, assessment, learner autonomy and agency, teacher mediation, and equity in profound and lasting ways.

The contributions included in this volume reflect the breadth and richness of current scholarship in this area. They examine prompting as a critical literacy practice, the reimagining of feedback cultures in EFL writing, the growing importance of AI literacy in EAP, the creative and critical use of AI in EFL learning, GenAI-driven storytelling and its effects on literacy and writing development, the ethical dimensions of AI in language education, the integration of large language models into corpus-based teaching, and the pedagogical potential of AI-generated Greek dialogues in specialised domains. Taken together, these contributions suggest that the most productive path forward is neither uncritical enthusiasm nor defensive resistance, but informed, reflective, and ethically grounded engagement with the possibilities and limitations of AI in language education. They also demonstrate that the most promising uses of AI are those grounded in human judgment, ethical awareness, reflective practice, and a clear commitment to educational purpose. In this sense, the issue is both highly topical and forward-looking, offering insights of value to researchers, teacher educators, practitioners, and policy stakeholders alike.

I would like at this point to warmly thank the guest editors of this special issue, **Maria Perifanou** and **Athanasios Karasimos**, for their dedicated and highly professional work in bringing this volume to completion. Their editorial leadership, academic commitment, and careful curation of the contributions have been instrumental in bringing together a special issue that is coherent, relevant, and of clear scholarly significance.

At the same time, this issue also marks a moment of transition. As I pass the torch to the next editors, **Vasilios Zorbas** and **Maria Stathopoulou**, I do so with genuine confidence, collegial warmth, and great optimism for the future of *Research Papers in Language Teaching and Learning*. Having worked closely with them for years at the Hellenic Open University, I know their integrity, dedication, and academic seriousness first-hand. I am therefore certain that they will continue to preserve and further enhance the journal's quality, and serve its scholarly community with commitment and care. I warmly wish Vasilis and Maria every success in this important role, and I have no doubt that the journal will

continue to flourish and make a meaningful contribution to research in language teaching and learning.

I would also like to sincerely thank all those who have contributed to the journal during these five years — authors, reviewers, guest editors, and colleagues alike. Their commitment and scholarly contribution have helped define and enrich the volumes published during this period, while also sustaining the quality of RPLTL.

Finally, I would like to acknowledge the founder of the journal, **Nicos Sifakis**, whose vision has shaped RPLTL and guided its course over the years. I am deeply grateful for the confidence he placed in me in appointing me to this role and for his continued support throughout my five years as Editor-in-Chief. These five years have been a rewarding journey, and I feel privileged to have had the opportunity to contribute to the journal's successful course in this role.

Thomai Alexiou

Editor-in-Chief