



*Applied Linguistics and Theoretical Milestones:
Key Theorists and Applied Perspectives on Text, Teaching, and
Culture*



CENTRE FOR APPLIED LINGUISTICS RESEARCH
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CENTRE FOR APPLIED LINGUISTICS RESEARCH



Call for Papers

This volume revisits foundational theories in Applied Linguistics with the aim of reassessing their continued relevance, scope, and applicability in contemporary language-related practices. Conceived as an integrative and emergent discipline, Applied Linguistics has historically drawn on major linguistic theories to address practical concerns in language teaching and learning, translation, literary analysis, and cultural studies. Revisiting these theoretical foundations allows for a clearer understanding of how established paradigms have been adapted, extended, and sometimes contested within applied contexts.

By foregrounding key theorists associated with major theoretical milestones, this issue positions Applied Linguistics as a reflective field that continually re-engages with its theoretical inheritance. Rather than abandoning earlier frameworks, the field has repeatedly returned to them reinterpreting structural, generative, functional, constructivist, and SLA-oriented insights in response to changing pedagogical, textual, and cultural demands. Such revisitation underscores the discipline's role as a mediator between enduring theory and evolving practice.

Contributors are invited to critically revisit how Structuralist, Transformational, Functional, Constructivist, and Second Language Acquisition (SLA) frameworks, as articulated by influential theorists, have informed applied research and professional practice across time. Particular attention is encouraged on how these theories have shaped:

Approaches to textual and literary analysis,
Understandings of culture, ideology, and meaning-making,
Pedagogical models and classroom practices in language education, and
Translation as an applied linguistic activity and form of cultural mediation.

Through this renewed engagement with established theories, the volume seeks to demonstrate that Applied Linguistics advances not by discarding its theoretical past, but by revisiting, refining,

and re-contextualizing existing paradigms to address contemporary linguistic, educational, and cultural challenges.

The Centre for Applied Linguistics Research (CALR) at the Arab Open University, invites scholars, translators, linguists, and literary experts to invites researchers to explore and critically revisit foundational theories in Applied Linguistics in order to reassess their relevance and applicability to contemporary language-related practices.

Researchers are particularly encouraged to explore how Structuralist, Transformational, Functional, Constructivist, and Second Language Acquisition (SLA) frameworks, as articulated by influential theorists, have been re-read and re-applied across time. Contributions may examine how these theories have shaped:

Approaches to textual and literary analysis,

Interpretations of culture, ideology, and meaning-making,

Pedagogical models and classroom practices in language education and TEFL, and

Translation as an applied linguistic practice and form of cultural mediation.

Through such explorations, this special issue aims to foster renewed theoretical dialogue and demonstrate how revisiting existing theories strengthens Applied Linguistics as a coherent, practice-oriented discipline capable of integrating teaching, translation, textual analysis, and cultural inquiry. Contributors can present or reflect on their experience in relation to any of the below subthemes:

1. Practitioner identity across TEFL, Translation Studies, Literature, Cultural Studies, and Psycholinguistics

- Practitioner identity across TEFL, Translation Studies, Literature, and Cultural Studies
- Psycholinguistics as a bridge between theory and practice, emphasizing how cognitive, neurological, and psychological approaches to language inform both TEFL pedagogy and translation competence.
- The integrative character of Applied Linguistics linking language acquisition, comprehension, and production to textual and cultural analysis.

2. Theoretical Milestones and Key Theorists: Applied Implications

Structuralism

(Key theorists: *Ferdinand de Saussure, Leonard Bloomfield, Roman Jakobson*)

- Language as a system of signs and its impact on textual structure
- Structural approaches to literary form, grammar teaching, and translation equivalence

Transformationalism

(Key theorists: *Noam Chomsky, Morris Halle*)

- Deep and surface structures in text interpretation
- Generative syntax in TEFL pedagogy and translation analysis

Functionalism

(Key theorists: *M.A.K. Halliday, Dell Hymes, Michael Long*)

- Language function, context, and meaning in discourse and culture
- Functional grammar in language teaching, genre analysis, and translation

Constructivism

(Key theorists: *Lev Vygotsky, Jean Piaget, Jerome Bruner*)

- Meaning-making, learner agency, and social interaction
- Constructivist approaches to pedagogy, interpretation, and cultural learning

SLA Theorizing

(Key theorists: *Stephen Krashen, Merrill Swain, Rod Ellis, Larry Selinker*)

- Acquisition processes and pedagogical implications for TEFL
- SLA perspectives on bilingualism, translation competence, and textual comprehension
- Psycholinguistics in SLA research, particularly in areas of input processing, interlanguage, working memory, and language acquisition mechanisms, which are critical for TEFL and translation pedagogy.

3. Methodology and Practice

- Qualitative and interpretive research methods
- Curriculum design integrating theory, text, and culture

Notes for authors

The structure of the manuscript should be organized as follows: title, author(s), affiliation(s) (institutions), city, country, e-mails of authors (preferably institutional emails), Abstract, Keywords, Introduction, Research Aim, Literature Review, Research Methods, Results, Discussion, Conclusions and Suggestions for Practical Use, Acknowledgments (can be added if necessary), References.

The title should be brief and informative, specific and amenable to indexing. The title should contain less than 15 words, each starting with a capital letter, small caps, and be centered, typeset the title in bold, Times New Roman (TNR) 16 pt, single line spacing.

Names and affiliations (institutions) of the authors, city, country, E-mail address(es) of the author(s) should be listed. This information should be centered, typeset in TNR 10 pt, and single-spaced, names being in bold.

The abstract should be limited to 1 paragraph (300-400 words) and convey the main points of the paper, outline the results and conclusions, and explain the significance of the results. Any inessential abbreviations (those personally invented, in particular), any formulas, references to bibliography, figures and/or tables are inadmissible in the abstract. Typeset your Abstract in TNR 11 pt, alignment: justify; line spacing: single. Full paper length not less than 5000 and not more than 7000 words.

Manuscripts must present original and unpublished research. Submissions should be made to CALR@aou.edu.lb. Papers may be theoretical, empirical, or critical in orientation.

Important deadlines

Abstract submission should be received by Thursday April 2, 2026.

Full paper submission should be received by Thursday June 25, 2026.

Submissions will be double blind reviewed.

Selected submissions will be included in CALR Linguistic Journal, vol.17, due on December 2026.

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