Foreword (Autumn, 2023)

As we continue to navigate the return to 'the new normal', with most restrictions now lifted and teaching predominantly back in the physical classroom, teachers from the ELI have continued with their myriad range of interests and classroom practices. This diversity of interests and pedagogies is what gives the ELI arguably its greatest strength, and we see this range once again reflected in the latest issue of the journal.

The current issue delves into various themes, encompassing attitudes to disability, a comprehensive examination of the ELI curriculum's history, and initial forays into incorporating artificial intelligence (AI) into classroom settings.

Brown, Goncalves, and Haugland revisit their earlier study on learner perceptions of disability, advocating for inclusive practices and encouraging further exploration in this domain. Lyon meticulously chronicles the evolution of the ELI curriculum, including the most recent changes, and the contextualised rationales for these choices. Finally, Sykes shares insights from his experience with AI in the classroom, including the opportunities it presents, its limitations, and advice for those navigating similar scenarios.

The authors' contributions represent a broad spectrum of research experiences, with some making their inaugural appearance in the journal and others presenting follow-up studies or contributing their second paper. This diversity should motivate educators, regardless of their research background, to contribute to the journal. *Literacies and Language Education: Research and Practice* is a platform for teachers to engage in research and contribute to the field's progress. We hope that this edition, like its predecessors, serves as a catalyst for more ELI educators to submit their work in the future, especially those new to the realms of publishing and research.

Finally, we once again express our gratitude to the dedicated editing team of peer reviewers, copyeditors, and designers, whose collaborative efforts make assembling a journal issue a formidable yet rewarding task. Thank you once again for ensuring the publication of another issue of *Literacies and Language Education: Research and Practice*.

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Editors