CALL FOR PAPERS

***Languaging* (Volume 17, 2027)**

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School of English Language Education
The English and Foreign Languages University, Hyderabad

Theme: Pedagogies and Practices of Critical Digital Literacies

Languaging is a double-blind, peer-reviewed international journal published by the School of English Language Education (ELE) at the English and Foreign Languages University (EFLU), Hyderabad. The journal provides a forum for exploring the complex intersections of language, pedagogy, and identity in English language education, with a particular interest in how language and languaging practices shape and are shaped by educational contexts.

The forthcoming issue of *Languaging* invites original and critical contributions on **Pedagogies and Practices of Critical Digital Literacies**. It seeks to bring together research that connects critical digital literacies with language education and pedagogy, with particular attention to questions of agency, participation, inclusion, identity, representation and social justice.

As digital technologies increasingly shape how learners access, produce, evaluate and communicate knowledge, literacy extends beyond the technical ability to use digital tools. Critical digital literacies involve engaging with digital texts, platforms, media, algorithms, artificial intelligence and multimodal forms of representation, while attending to the social, cultural, political and ethical contexts in which they operate. Such engagement requires not only using digital technologies effectively, but also questioning how they shape knowledge, communication, participation and power—and considering how their uses might be challenged, adapted and transformed. At the same time, digital environments can reproduce and amplify existing inequalities, injustices and biases. Critical digital literacies therefore require attention to questions of power, representation, inclusion, agency and ethics.

The issue particularly welcomes research situated in Indian and other Global South contexts, examining critical digital literacies and pedagogies in English Language Teaching.

Contributions may address, but are not limited to, the following areas:

1. Critical digital literacies and pedagogies in ELT

- Critical reading and interpretation of digital and multimodal texts
- Digital writing, multimodal composition, storytelling and meaning-making
- Technology-mediated language learning, classroom interaction and collaboration
- Teacher and learner agency in pedagogical choices and decision-making
- Participation, access and inequalities in digital language education

2. Critical digital literacies in teacher education, curriculum and assessment

- Developing critical digital and AI literacy among pre-service and in-service teachers
- Teacher beliefs, professional identities and agency in digital pedagogical practices
- Critical evaluation and pedagogical selection of educational technologies
- Integrating critical digital literacies into curricula and language-learning outcomes
- Designing and evaluating assessment of critical digital literacies

3. Critical digital literacies, language, culture, identity and inclusion

- Representation of linguistic and cultural resources in digital environments
- Multilingualism, translanguaging and language practices in online spaces
- Linguistic, cultural, digital and AI-mediated hierarchies and inequalities
- Learner identity, authorship, voice and choice in digital environments
- Inclusive and culturally responsive digital practices in language education

4. Critical digital literacies, participation, collaboration and citizenship

- Participatory cultures and learners as producers of digital knowledge
- Collaborative digital authorship and knowledge construction
- Ethics, responsibility and accountability in digital participation
- Critical engagement with global English-language media and digital narratives
- Digital citizenship, global issues and social participation

5. Critical digital literacies, AI and algorithmic environments

- Generative AI literacy and understanding algorithmic systems
- Critical evaluation of AI-generated content, outputs and recommendations
- Human–AI interaction, collaboration and multimodal composing
- Implications of AI for teacher and learner agency, autonomy and decision-making
- Ethical, responsible and transparent use of AI

6. Critical digital literacies, wellbeing and sustainable futures

- Digital wellbeing, empathy and healthy online relationships
- Cyberbullying, online harassment and harmful digital interactions
- Attention, digital distraction and self-regulated technology use
- AI companionship, human–AI relationships and their social implications

- Sustainable digital practices, environmental impact and responsible technology choices

We welcome theoretical, empirical, methodological, practice-oriented and interdisciplinary contributions that critically examine how digital technologies are transforming language, literacy and educational practices.

Types of submissions

Research articles

In-depth theoretical, review-based, methodological, or empirical papers critically engaging with literature, research, and implications for language education and practice.
Word count: 5000 words (including references)

Book reviews

Critical evaluations of recent books in ELT, Applied Linguistics, digital literacies, or related fields that situate the work within relevant academic discourses.
Word count: 1000 words

Interviews

Edited Q&A-style interviews with scholars or practitioners in ELT, Applied Linguistics, digital literacies, or related fields, thematically organised and professionally transcribed.
Word count: 2500 words

Research dissemination

Practice-oriented summaries of doctoral or other research that translate research findings into accessible and practical insights for educators.
Word count: 1500 words

Information for authors

Publication of all articles is free of charge.

Each manuscript will be reviewed through a double-blind peer review system by internal and invited external reviewers.

- Use APA style (7th edition) for in-text and end-of-text referencing.
- Use British spelling, employing the *Concise Oxford English Dictionary* as a reference.
- Use Times New Roman, 12-point font, double-spaced.
- Do not indent the first line of each paragraph; use two hard returns between paragraphs.
- Use Word styles to indicate different levels of headings.

Submission guidelines

The first page of the manuscript should include:

1. Title
2. List of authors
3. Authors' affiliated organisations
4. Email address(es)
5. Short bio notes (50 words)
6. Abstract: 150–350 words
7. 5–6 keywords

Each manuscript should be accompanied by:

- A cover letter stating that it has not been previously published and is not being simultaneously considered for publication elsewhere
- A plagiarism check report
- A declaration confirming the absence of copyright violations, with authors bearing full responsibility for the content and opinions expressed in their articles

All manuscripts should be submitted in MS Word (doc/docx) format.

Please email your submission to languagingeflu@gmail.com

IMPORTANT DATES

31 January 2027
Deadline for submission of full papers

31 March 2027
Notification of acceptance