



CALL FOR PAPERS

under

'Language and Culture' Strand

TITLE: Decolonial and Situated Approaches to Language and Culture in Higher Education: Implications for Teaching and Learning

overview (leading theme)	<p>This Call for Papers aims to explore the interplay between language and culture in educational contexts, with a focus on decolonial and situated approaches. It seeks contributions that examine how linguistic and cultural phenomena shape teaching, learning, and curriculum design across different educational levels. While the primary focus is on language and culture, submissions are encouraged to highlight the implications for educational practice, showing how theoretical insights can inform practical strategies in diverse learning environments.</p>
content (exemplary questions)	<ol style="list-style-type: none">1. <i>How do decolonial and situated approaches to language influence the understanding of culture in educational contexts?</i>2. <i>In what ways can insights from language and culture studies be translated into teaching and learning strategies?</i>3. <i>How can teachers integrate linguistic and cultural knowledge to foster learner engagement and intercultural competence?</i>4. <i>What challenges arise when applying theoretical findings on language and culture to practical educational settings?</i>5. <i>How can curriculum design reflect the interplay between language, culture, and education in diverse contexts?</i>
theories and practices (terminology, methods, etc.)	<p>The volume welcomes contributions grounded in ecolinguistics, intercultural studies, bilingual education, English for Specific Purposes (ESP), decolonial pedagogy, and situated curriculum design. Authors are encouraged to discuss key theoretical terms such as language ideology, linguistic rights, intercultural competence, curriculum situativity, and decolonial approaches. On the practical side, submissions should highlight applications in teaching, learning, curriculum design, and teacher development, showing how research findings can inform educational practices across diverse contexts.</p>
dates and details (submission, email(s) etc.)	<ul style="list-style-type: none">• Submission deadline: December 15, 2025• Notification of acceptance: January 15, 2026• Final paper submission: February 15, 2026• Contact: Angelica María Rojas Isaza angelicarojas@unicauca.edu.co Alexander Yaguara j.yaguara@udla.edu.co Michał Daszkiewicz educationalroleoflanguage@gmail.com

ERL Journal is designated for papers on cross-disciplinary, educational and linguistic issues. It is meant to address (I) the position of language and how it is put into practice across different schools, cultures, methods and personalities, and (II) the experiencing of language by learners in terms of their language beliefs, activity, affect and cognition. *ERL Journal* includes theoretical and empirical papers, presenting qualitative and quantitative approaches. Resting on the overarching premise of language shaping our reality and education (assignment of meanings to the world and subject matter learnt), it ultimately aims to unravel this process and to boost the position of language in education.