Green Journals

International Approved Journals

Journal Information

Journal Title	ENGLISH TEACHING-PRACTICE AND CRITIQUE
Publisher	EMERALD GROUP PUBLISHING LTD
ISSN	1175-8708
E-ISSN	1175-8708
Database	Clarivate
Domain	Health Sciences, Physical Sciences, Social Sciences

Classification History

Year	A+	A	B	C
2026		✓		
2025		✓	✓	
2024		✓	✓	
2023		✓	✓	
2021/2022		✓	✓	
2020		✓	✓	
2019		✓	✓	
2018		✓		

Classification: The table above shows all journal classifications recorded for each classification year in the Green Journals database. A journal may have more than one classification in the same year.

Recent Articles

Tracing agentic shifts in PST conceptions of teaching through participation in roleplaying games alongside youth
2026-9-21 Pages 1-17
Authors: Karis Jones, Sarah Blood
DOI: 10.1108/etpc-01-2026-0011

What if English language arts classes were like… HBCU marching band? A practical framework for reimagining the ELA classroom
2026-9-10 Pages 1-14
Authors: Tawheedah Abdullah, Sarah Levine
DOI: 10.1108/etpc-01-2026-0007

Guest editorial: Restor(y)ing hopeful socioecological futures
2026-9-1 Vol. 25 Issue 3 Pages 269-274
Authors: Alexandra Panos, Rebecca Woodard
DOI: 10.1108/etpc-09-2026-289

Ludonarrative empathy: mapping empathic possibilities for videogame-based learning
2026-8-11 Pages 1-17
Authors: Gerard Altura
DOI: 10.1108/etpc-01-2026-0021

Abolition as embodied curriculum: Early-career teachers of Color and the collaborative design of a prison and police abolition unit
2026-7-30 Pages 1-20
Authors: Rubén A. González
DOI: 10.1108/etpc-02-2026-0057

“Okay tengo estas flores”: Exploring urban multilingual children’s perspectives on nature in cities amidst the climate crisis
2026-7-30 Vol. 25 Issue 3 Pages 423-439
Authors: Faythe Beauchemin
DOI: 10.1108/etpc-09-2025-0204

Speculative testimonios: imagining futures through embodied narratives in teacher education
2026-7-23 Pages 1-16
Authors: Vanessa E. Vega
DOI: 10.1108/etpc-01-2026-0023

Teaching writing when the sentences sound better than the thinking
2026-7-17 Pages 1-13
Authors: Joanna Ruth S. Paloma
DOI: 10.1108/etpc-04-2026-0097

“Imagination is agency”: curricular future-making as an empowering framework for teacher professional learning
2026-7-10 Vol. 25 Issue 3 Pages 342-358
Authors: Fawn Canady, Richard Beach, Troy Hicks et al.
DOI: 10.1108/etpc-08-2025-0198

Climate images in the literacy classroom: developing a model for climate literacy discussion with preservice teachers
2026-7-8 Vol. 25 Issue 3 Pages 322-341
Authors: Julianna Kershen, Kristy A. Brugar
DOI: 10.1108/etpc-09-2025-0205