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Technologies and second languages
Tecnologías y segundas lenguas

Thematic Editors

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Focus

In this era of technological revolution, we welcome the fact that technologies and their proper use and consumption, as well as the ability to communicate in one or more languages, contribute to connecting users in this globalized world. Our communicative spaces have expanded exponentially and therefore require appropriate training. Digital media can promote independent learning of modern languages both inside and outside the classroom, but they always require the guidance of an expert. Communicative competence in several languages -especially English, Spanish and Chinese- and digital competence are essential skills that open access and mobility within the job market in the 21st century.

The use of educational technology in learning a foreign language has evolved considerably. Initially, computer-aided programs for learning languages involved the possibility of individual and independent work to reinforce gaps and find solutions on the go, but now the focus has switched to a collaborative learning guided by experts. On the other hand, knowing a second language -especially English as the international language of academia- can help anyone to expand their information skills by searching for content on internet and databases. Currently, the use of ICT increases interaction and collaboration with other native or non-native speakers beyond the classroom. Users have become not only prosumers, receivers and consumers, but also creators of digital content and oral and written messages. Digital resources available for teachers and students are, among others, Blogs, wikis, emails, Facebook, twitter, Skype, hangouts, podcasts, video games, video clips, virtual platforms. In addition, the ubiquity of mobile devices (Tablets, iPads, phones, laptops, etc.) allows and facilitates communication anywhere and anytime. However, we still have much to learn about its true impact on second language teaching and acquisition, and about how this possibility of global communication impacts on the transformation of ethical, responsible and critical citizens into true global citizens.

Guidelines

• Concepts for a language learning renewal: ubiquitous learning and lifelong learning; personalized learning and adaptive learning; collaborative learning and online learning.

• Mobile devices (phones and tablets) for learning and teaching languages. The trend of BYOD (Bring your own device) applied to school and language learning contexts.

• Apps as new textbooks for language learning.

• Teaching platforms and learning in virtual environments.

• Virtual reality and augmented reality for language learning.

• Video games as a language learning environment.

• Production and reception of digital tools for language learning: blogs, podcasts, wikis, videos, digital wall, etc.

• Technology in the language classroom: interactive whiteboard and other resources.

• Web 2.0 resources for language learning.

• Internationalization and cooperation in language teaching through technology.

• Affective and cognitive aspects in learning second languages, through digital environments.

• Language teacher training: digital teaching literacy and teaching and evaluation strategies.

Issues

• ICT is a sector that progresses rapidly thanks to an industry that invests, researches and develops constantly new products, in a clear example of what Daniel Innerarity called heterochrony on other fields such as education. How did occur the inclusion of ICT in the context of language learning? What experiences can be considered good practices and how can they be transferred to other contexts? What are the benefits and risks offered by technology, and specifically ICT in the classroom languages?

• Modern languages learning is based roughly on a communicative interaction process leading to the development of competence: How is learning affected by incorporating technology, and what innovative learning formats arise from it? Is the development of competence accelerated or not by the use of technology? Does it generate a significantly different competence? Are there any new aspects within this competence?

• One frequently asked aspect in the introduction of technology in education is its relation to different types of users and learners: What kind of students find higher benefits in technology? What kind of benefits are there and with what technological solutions? What kind of risks or harm for the language student is there in the use of ICT? Specifically, how can technology be an effective tool for language learning both in school and group contexts and in situations of autonomous and independent learning?

• The classic distinction between input and output in the language classroom overlaps with the idea of prosumer students. What resources does the language learner has in order to produce and receive texts, both individually and multi-managed? How are these resources used and what kind of products is generated? What impact does the use of these technological resources have on language learning?

• One especially interesting aspect for language learning is the ability to develop collaborative learning projects that connect learners of different national and linguistic contexts. What experiences of international cooperation sustained by technology can be found for language learning? What are the results? How can they be replicated?

• The language teacher is at the same time user of technology - both in the private and in the professional environment, both for teaching and for their own lifelong learning - but also a catalyst and facilitator of the user experience of their students. What professional skills do language teachers need for using technology in the classroom, and in the private environment? How can technology be a tool for teachers' professional development and lifelong learning? What experiences of the use of technology for professional development of language teachers are there and what are the results? How can we replicate them?

About the thematic editors

Dr. Kris Buyse is associate professor at the KU Leuven Faculty of Arts (Applied Language Studies, Teacher Training and Leuven Language Institute). He teaches Spanish proficiency (writing, Economical Spanish, Medical Spanish) and Didactics of Spanish as a Foreign Language. He is responsible for the Spanish Teacher training program. He is also visiting professor at the Universidad Antonio de Nebrija (Madrid), and responsible for the Interuniversity Program (on Teaching Spanish as a Foreign Language (UCL/ KU Leuven, together with Paula Lorente of UCL). He has published on the corpus based investigation of translation, lexicography, contrastive linguistics, LSP, CALL and Spanish as a foreign language (especially vocabulary acquisition, writing, pronunciation and assessment). He has led several projects on educational development on vocabulary learning, writing and language teaching and assessment. He is reviews editor and member of the editorial committee of ITL-Journal of applied linguistics. For more information, consult http://goo.gl/j8270j. ORCID: http://orcid.org/0000-0003-1112-1708

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Instructions and submission of proposals

"Comunicar" publishes research results on the convergence of education and communication written in Spanish or in English. Reports, studies and proposals can be also sent as well as selected literature reviews (meta-analysis).

- **Editorial Guidelines:** http://goo.gl/tM98y8
- **Proposals for the Monograph** (OJS RECYT Platform)**:** http://goo.gl/mBLnRe

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