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New languages and cultures. Teaching languages for global and digital communication

Nuevos lenguajes y culturas. Enseñanza de lenguas para una comunicación global y digital

Thematic Editors

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Scope

The interaction between the learning of languages and literature, new languages and education in contexts of inclusion must become a distinguishing mark of advanced societies that try to face transnational global challenges with transinstitutional solutions. One of these is the management of the sociocultural and linguistic diversity, as the overwhelming presence of the technologies and languages associated to digitalization open new perspectives for education and personal, professional, and social development. In this scenario, comprehensive linguistic and literary education, and the multilingual approach become indispensable for promoting global citizenship, where individuals are able to address these objectives, thus contributing to a more just, inclusive, pacific, and sustainable society. The monograph intends to address, from a broad and interdisciplinary perspective, how the construction of a global citizenship demands comprehensive teaching-learning of languages and literatures, and likewise, the use of other languages in a globalized, interconnected, complex, changing world that is strongly influenced by technology, social networks and digitalization. Thus, the intention is to contribute to the analysis, reflection, and diffusion of theoretical, practical, and applied aspects associated to the teaching of languages and literatures, linguistic ecology, diversity, inclusion and multilingualism, and new digital languages.

Descriptors

- Communicative competence, digital competence, media competence.
- Educommunication linguistic projects from the center.
- Reading plans, school libraries in the digital context (booktubers, bookgrammers...).
- The new communication languages and the teaching of languages-cultures.
- Innovation and creativity in the teaching of languages and literatures with technological resources.
- Literary education and new narratives.
- Diversity, multilingualism, and interculturality in a global and digitalized world.
- Linguistic ecologies.
- Media competence and linguistic inclusion.

Questions

- Is a reformulation of the communicative competence concept necessary given the current role of new technologies in human communication?
- Do official curricula in the linguistic-literary area operationally incorporate technological resources that are part of the day-to-day life of students?
- Are language teachers didactically capacitated to address learning that considers technological advances in communication and information/
- What dynamics of education innovation and renewal are required by teachers to help in the achievement of the comprehensive linguistic-literary training of students in a digitalized context?
- How does pedagogic leadership influence education centers on the use of new technologies and how does this use transfer to the didactic practices of the linguistic-literary teachings from an educommunicative perspective?
- Is it feasible to design an educational internet that can overcome the possible deficiencies when planning linguistic and literary learning that is considerate with the expectations and needs of students?
- What are the limits of the use of new technologies from the perspective of the language and literature didactics?
- Do the new technologies and the multilingual approach suggest that we are currently in a post-communicative paradigm of linguistic teaching?
- Are educational cultures, policies, and practices inclusive also when new languages are incorporated and mediated by technologies?
- Do digital advances, new languages, and the teaching of languages-cultures promote inclusive education, training, and society?

Editors

Anne Pomerantz, Ph.D. (University of Pennsylvania, United States)

Professor in Linguistic Education at Graduate School of Education of University of Pennsylvania (USA). Her research focuses on language and education in multilingual and intercultural contexts, combining methods and perspectives from educational anthropology, linguistic anthropology and sociolinguistics. She is internationally known for her work on how ideas about language, language use, and language learning shape what happens in classrooms, particularly in linguistically diverse contexts. She also uses ideas and tools from linguistic ethnography to examine humor and other forms of playful conversation in multilingual educational settings. She has also led local initiatives that she is very committed to focused on family engagement, foreign language teaching, arts education, and educational equity.

Alejandro Rodríguez-Martín (University of Oviedo, Spain)

Professor in the area of School Didactics and Organization from the University of Oviedo. Special Education Teacher and Ph.D. from the University of Las Palmas de Gran Canaria (Spain). He is a member of the Research Group on Education innovation with ICT in virtual environments of teaching of learning (IETIC-EVEA; <https://ieticevea.grupos.uniovi.es/>). He has received many awards for this publications in the USA, and his research lines are Inclusive Education; Training Ecosystems of entrepreneurs and digital mentoring; Active aging and digital inclusion. He is a member of the Spanish Society of Pedagogy, the Network of Universities and Inclusive Education, and is currently the Director of the Department of Education at his university.

Noelia Ibarra-Rius (University of Valencia, Spain)

Professor at the Department of Didactic of Language and Literature at the University of Valencia, and member of the Board of Directors of the Spanish Society of Didactics of Language and Literature (SEDLL). Her major her research lines include literary education in multicultural and multilingual contexts, the teaching of readers, information and communication technologies in the development of reading-literary competence, children and young reader literature, the illustrated album, and comics. She is the Co-Director of the Comics and Reading Education Master's degree at the University of Valencia, and is member of the Chair of Comics Studies, SM-University of Valencia foundation. She was awarded the Research Award by the Foundation for the Promotion of Books and Reading (2021) for the best research article published on a high-impact journal about reading

Instructions and submission of proposals

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