



CALL FOR PAPERS

Media Literacy in Language (Teacher) Education

A Special Issue of the *Journal of Media Literacy Education*

Official journal of the National Association for Media Literacy Education

Guest Editors

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Proposals are invited for articles for a special issue of the Journal of Media Literacy Education on the theme of Media Literacy in Language (Teacher) Education. This special issue will focus on the role of media literacies in the (foreign/second/additional/heritage) language classroom.

The use of digital media has long been part of the (foreign/second/additional/heritage) language classroom as part of its focus on texts. In fact, media literacy is an established competence area in many national language education curricula worldwide. With the advent of artificial intelligence and the irreversibility of digitalization processes, research strands such as technology-enhanced language learning (TELL) or computer-assisted language learning (CALL) have experienced a second spring in recent years, although both look back at decades of scholarship and practice. Yet, the problem with those approaches is in their names: technology or digital media are often seen as something that, if added to the language learning process, might enhance it. Following Stalder, however, educators and learners live in a digital condition. Digitality is not something that can be added to language learning, rather, language learning happens in environments that have been profoundly shaped by digital media.

There is a shift observable in the language education community: Influenced by impetuses, such as the New London Group's multiliteracies pedagogy or Kellner and Share's critical media literacy framework as well as longer-established critical theories that have their roots both in Frankfurt School criticality and in Paulo Freire's critical pedagogy, a paradigm shift seems to be under way. Increasingly, scholars and practitioners are exploring ways to conceptualize and practice (foreign/second/additional/heritage) language learning *within* digitality rather than *about* or *with* digital media.





The Journal of Media Literacy Education provides a forum for established and emerging scholars, media professionals, and educational practitioners in and outside schools. This special issue provides space for theoretical, conceptual, and empirical research focusing on how media literacy in language education can be re-conceptualized and realized against the background of this paradigm shift. This issue also welcomes contributions that focus on the role of teachers and teacher education in this context.

Some questions of special interest include:

Regarding concepts, curricula, and framework conditions:

- How can language-specific media literacy and pedagogy be outlined and conceptualized?
- What are the links between language media education and other educational contexts (e.g., citizenship education, education for sustainable development, educational inequality)?
- What are current (curricular, systemic, ...) roadblocks for the implementation of media literacy education in the language classroom and how could these be overcome?

Regarding learners and learning:

- How can digital media be used efficiently and sustainably in language teaching?
- How can the students' media literacy be fostered in language teaching?
- What are subject-specific characteristics of media literacy in language teaching?
- What intersections of media literacy and communicative competence are to be considered?

Regarding teachers and teaching:

- What consequences does the societal change towards a 'culture of digitality' or the digital condition have for the professionalization of language teachers?
- How can we succeed in promoting the subject specific media pedagogical competencies of (future) language teachers?

To Potential Authors

Please submit a 500-word abstract by email to Guest Editor Ricardo Römhild (<mailto:ricardo.roemhild@uni-muenster.de>) before October 1, 2024 to be considered for publication. Please include "Special Issue: JMLE" in the subject title. Abstracts should make clear the conceptual or theoretical perspective, data sources (if empirical), and contributions of the submission.

Abstracts will be reviewed by the guest editors and selected authors will be invited to submit a full paper by October 15, 2024. Full papers will be expected on February 1, 2025, and must be uploaded to the JMLE website: www.jmle.org. Full papers undergo a standard blind peer review process according to JMLE policies. Accepted papers will be published in issue 17.3 in late 2025.

