



Call for Papers: Digital Literacies and Language Learning

Special Issue Editors: Christoph Hafner, Alice Chik, and Rodney Jones

As digital media have become ever more pervasive in our lives, the concept of *digital literacies*—the skills and abilities needed to read, write, and communicate in digital media—has gained prominence (Jones & Hafner, 2012; Knobel & Lankshear, 2007). In part, the unique affordances that digital tools offer for communication are leading to a rethinking of fundamental concepts of L2 literacy and language education. At the same time, digital literacy practices play an increasingly important role in the lives of English language learners, with the virtual world of digital media now making up a very important context for L2 learners (Chik, 2012; Thorne & Black, 2008). In the context of L1 literacy development, there have been calls for integrating digital literacy practices in formal settings (see Davies & Merchant, 2009; Gee & Hayes, 2011; Selwyn, 2013). In L2 contexts, the issue of digital literacies has received much less attention. This special issue will address the challenges of digital literacies in language teaching and learning, with a focus on both the independent digital practices of L2 language learners as well as innovative pedagogical applications for such practices in classroom contexts.

Possible topics include, but are not limited to:

- Language learners' use of new forms of digital expression and digital literacy practices, e.g.:
 - Computer-mediated communication
 - Critical literacies online
 - Collaborative writing online
 - Blogs and wikis
 - Multimodal storytelling utilizing digital video/images
 - Social networking sites
 - Digital gaming
 - Virtual worlds
 - Remixing and mash-ups
 - Sharing and commenting in participatory communities
- Digital practices of language learners outside the classroom
- Digital practices and language teaching pedagogy
- New roles and identities of language learners in digital media
- Gender and digital practices

Please consult the LLT Website for general guidelines on submission (<http://llt.msu.edu/guidelines/index.html>) and research (<http://llt.msu.edu/research/index.html>); please also notice that articles containing only descriptions of software or pedagogical procedures without presenting in-depth empirical data and analysis on language learning processes or outcomes will not be considered.

Please send a title and a 250-word abstract by February 1, 2014 to llt@hawaii.edu

Publication timeline:

- February 1, 2014 Submission deadline for abstracts
- February 15, 2014 Invitation to authors to submit a manuscript
- July 1, 2014 Submission deadline for manuscripts
- October 1, 2015 Publication of special issue