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# 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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This special issue of the Journal of Media Literacy Education on the theme of Media Literacy in Language (Teacher) Education compiles papers from the conference on Critical Media Literacy in Language (Teacher) Education, held on 24th November, 2023 in Erfurt, Germany. The symposium provided spaces for participants to exchange ideas and the latest research findings on media literacy education in the language classroom and in (foreign/second) language teacher education programs in Germany and Austria.

The use of digital media has, of course, long been part of the (foreign) language classroom as part of its focus on texts. In fact, media literacy is an established competence area in many national language education curricula. With the advent of AI 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 culture of digitality. 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 in Germany and Austria: Influenced by new 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) language learning within digitality rather than about or with digital media.





This special issue provides space for theoretical, conceptual, and empirical research focusing on how media literacy in language education can be re-conceptualized against the background of the paradigm shift. This issue also features contributions that focus on the role of teachers and teacher education in this context.

### **To Potential Authors**

Please submit a paper by email to the Guest Editors before December 31, 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.

Papers will be reviewed by the guest editors and selected authors will be invited to upload to the JMLE website: [www.jmle.org](http://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 November 2025.

