



Guest Editorial: New Literacies in Language Education

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The transition from text-based interactions to a multi-modal environment has changed the traditional concept of literacy from the ability to write and read to the new literacies variously called 'multiliteracies' (Gee, 1992), 'multimedia literacy' (New London Group, 1996), 'technological literacies' (Lankshear et al., 1997), 'silicon literacies' (Snyder, 1997), 'electronic literacy' (Warschauer, 1999), 'technoliteracy' (Erben, 1999), 'new literacy/literacies' (Salaberry, 2000), 'multiple literacies' (Kellner, 2002), 'electracy' (Ulmer, 2003), 'online literacy' (Snyder & Beavis, 2004), digital literacy (Dudney et al., 2013), and Computer-Assisted Language Learning (CALL) literacy (Tafazoli, 2014, 2020).

Language teachers and students in this new environment need more than so-called '21st-century skills' such as creativity and innovation, collaboration and teamwork, critical thinking, problem-solving, autonomy, flexibility, and lifelong learning (Dudney et al., 2013); they also need the new literacies as described above to function effectively. In our digitalized environment, the focus of language education should be on teachers and students' literacy in using technology appropriately and efficiently as a means of teaching and producing language.

As the first paper of this special issue, Peggy Albers and Amy Seely Flint, in a longitudinal qualitative study entitled '*New literacies in one rural South African elementary school*', addresses a three-year professional development project titled 'Project South Africa' in Williams Primary School with eight Reception to Grade 3 teachers. The primary question of this study is, "What happens when teachers engage in PD that is focused on the integration of simple technologies to teach literacy?"

Next, Elena Alcalde Peñalver and Alexandra Santamaría Urbieto investigate the use of virtual storytelling as a way to enhance students' language skills in English for Specific Purposes (ESP), specifically in the case of Business English, and to develop new literacies that could be potentially applied in their future professional career. Elena and Alexandra's mixed-method study reflects the importance of adapting training and developing students' competencies and skills in the 21st century.

In the third paper entitled "*How computer-assisted language learning literacy is conceptualized in research? The road thus far*", Fatemeh Nami, from Amir Kabir University of Technology in Iran, comprehensively reviews the concept of digital and CALL literacy in 681 published papers in three leading journals in the field of CALL.

Jarosław Krajka's case study entitled '*Non-native teachers investigating new Englishes – Is data-driven teaching a part of 21st century digital literacy?*' presents a case for promoting teacher-as-language-researchers attitudes in the graduate teacher training programme. In this study, student teachers were gradually introduced into New Englishes, existing corpora, text retrieval and compilation, finally, do-it-yourself concordancing. The data from group interviews and teacher diaries illuminated upon the viability of self-made corpus compilations as a part of 21st-century digital literacy.

María Elena Gómez-Parra analyzes the opinions of 45 bilingual pre-service teachers on the development of their 21st-century skills through either online or face-to-face teaching in a mixed-method study. The findings of her study show that teacher students think that some of the skills such as teamwork and collaboration are better developed under a face-to-face modality of learning, whereas others like autonomy and innovation evolve better under an online framework of learning.

In an integrative review of 29 papers selected from a body of 503 published papers in nine databases, Dara Tafazoli synthesizes the themes and topics addressed language teachers' new literacies in the published articles between 2010–2020 to understand research and approaches to the new literacies of language teachers. Dara's review shows that most papers related to new literacies in professional development focused on digital literacy. Moreover, most of the published papers are from Asia and Europe and were conducted on in-service teachers. A great majority of published papers relied on qualitative research design, and web 2.0 technologies are the dominant technologies in the reviewed studies.

In another review focused on the European Higher Education Area (EHEA), Lee McCallum synthesizes research that documents the perceived gains of using digital tools to, on the one hand, improve students' foundational literacies in English writing, and on the other hand, to develop 'new' digitally oriented literacies that exist and arise from the use of these tools. This systematic review provides an overview of the foci of the studies, the types of writing, tasks and technologies being used, the approaches are taken to evaluate and provide feedback on students' writing, and the influence digital literacies may have on fostering these foundational literacies.

In the eighth paper entitled '*Developing speaking with 21st-century digital tools in the English as a foreign language classroom: New lit-*



eracies and oral skills in primary education', Cristina A. Huertas-Abril in a quantitative study, explored Spanish primary education students' perceptions about the development of new literacies in English as a foreign language (EFL) lesson after using the digital tool 'Flipgrid' to practice their oral expression and create meanings. The results show that the participants in this study were motivated to use this digital tool that enables them to make comments to their partners' videos, send messages about the oral texts, and include additional media, among many other options, going then beyond reading texts on a computer screen.

Finally, in their paper, Antonie Alm and Yuki Watanabe propose that caption literacy enhances the learning experiences of language learners who engage in self-directed second-language viewing. Their mixed-method study investigates the developmental processes during the seven-week-long intervention. The development of functional caption literacy, going beyond the mechanical ability to operate subtitles, represents a critical ability for learner-viewers as it enables them to optimize viewing options in accordance with their processing capacities and preferences within their social context.

We believe that the special issue of 'New Literacies in Language Education' addresses the key technology-related literacies impacting language teachers and students from primary education to teacher education courses. The special issue also represents scholars across the globe with Australia, Iran, New Zealand, Poland, Spain, the United Kingdom, and the United States represented by the various papers. We hope that the research syntheses and empirical papers in this special edition will spark future work in the field of new literacies in language education.

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