Call for Chapters for the collective book:

Active foreign language learning in the digital age: the contribution of emerging technologies

In today's globalised societies, the ability to communicate in one or more foreign languages, as well as the mastery of technological tools, have become essential skills for success in social, educational and professional environments (Valero-Franco and Bernes, 2024; Trujillo Saéz et al., 2018). Throughout the process of learning a foreign language, learners develop competences that go beyond linguistic, cultural and intercultural competences, such as interpersonal communication, collaboration, critical thinking, problem solving, and so on. These skills are part of the set of key competences essential for the 21st century (van Laar et al., 2020).

According to Vuorikari et al. 2020, the term 'emerging technologies' refers to a wide range of applications and services based on advances such as artificial intelligence, virtual, augmented and mixed reality, wearable technology and others. These technologies, and those still to come, are giving rise to new 'digital ecosystems' based on the generation of data from the multiple interactions between humans and their devices via the internet. Thus, the constant evolution of these technologies, as well as their increasing accessibility, represent both a permanent challenge for teachers and a potential asset in foreign language teaching (Escobar Murillo et al., 2021; Vuorikari et al. 2020).

These tools are seen as a source of innovation for the educational community, in search of efficiency, equal opportunities and solutions to pedagogical challenges (Remond, Massou, & Bonfils, 2021). They also aim to improve learning whatever the context and the method adopted (Cowling, Crawford, Vallis, Middleton, & Sim, 2022), while diversifying teaching strategies (Calderon Rojas & Córdova Esparz, 2020). However, for this technological boom to become a true ally in teaching and learning processes, it is essential that it is accompanied by solid pedagogical criteria and scientific foundations (Trujillo Sáez et al., 2018).

With this collective and multilingual book, we want to present studies and projects that explore the relationship between foreign language learning, active and

innovative pedagogies and emerging technologies in higher education. We also want to highlight the opportunities they offer for the overall training of students, as well as their adequate preparation for their professional future.

Topics:

Active pedagogies for the teaching-learning of foreign languages in higher education aided by a variety of digital tools; strategies; experimentation.

Languages:

These proposals may be written in **French, Spanish, Portuguese or English** according to the author's preference.

Important dates:

- Submission of chapter proposals: 1 ~~31 October~~ ~~2024.~~ **30 Novembre 2024**
- Acceptance or rejection by the evaluation committee: ~~15 November~~ ~~2024.~~ **15 December 2024**
- Submission of full chapters: ~~15 February~~ 2025. **15 march 2025**

This book will be submitted to the editorial committee of the publishing house *Ediciones de la Universidad de Castilla-La Mancha*, which has a high quality index of the CSIC and is included in the SPI database.

General instructions for authors:

Texts must be submitted using the following standards

- Word format (.Doc or .Docx);
- Times New Roman font, 12 point font, 1.5 line spacing for all text (including title and subtitles);
- Standard margins (3 cm left/right; 2.5 cm top/bottom);
- Justified text;
- Where appropriate, illustrations, tables, maps and graphs should be inserted in their proper place in the text, accompanied by their respective captions;
- Paragraphs should begin with a 1.25 tab;
- 0 space between paragraphs;
- Body text must be in black only. Colour is only permitted in tables/figures, etc.;
- Only references cited in the text should appear in the bibliography;
- Citations and bibliography: APA 7th edition.
    - https://apastyle.apa.org/instructional-aids/reference-examples.pdf
    - https://apastyle.apa.org/style-grammar-guidelines/citations/quotations

Specific instructions:

Chapter proposals:

- Between 1000 and 2000 words.
- Title and subtitle (if applicable).
- Summary, between 100 and 150 words.
- Keywords (5).
- Objectives of the study.
- Research methods/methodology (if applicable).
- Results/ discussion.
- Conclusions.
- Relevant bibliography.
- Anonymised proposals.
- On a separate document, and for each author:
    - Name, First name
    - Affiliation
    - E-mail address
    - Short CV (maximum 6 lines/author).

For the definitive chapter:

- Indicate below the title, centred, and for each author:
    - Surname, First name
    - Affiliation
    - E-mail address
- Each title and subtitle must be numbered. Use decimal numbering (1., 1.1, 1.1.1, 1.2, 1.2.1, etc.) and avoid subdivisions of more than four digits. Capitalise only the first word. Example:

    1. Introduction

    1.1 Second-level title

    1.1.1. Third level title

    1.1.1.1. Fourth and final level title

- Between 7000 and 8000 words (including title, authors' names, abstract, keywords and bibliography).

Only original texts will be accepted and submitted to the scientific committee. Any detection of plagiarism will result in the exclusion of the proposal or chapter.

Each author may submit only one chapter.

Chapter proposals and final chapters should be sent to the following email address: gilenguasyculturasfrancofonia@gmail.com

Lenguas y culturas en la francofonía

The *Lenguas y culturas en la francofonía* research group is based at the University of Castilla-La Mancha (Spain) and has been working since 2015 on all aspects related to the language, culture and teaching of French, in all territories. Since 2019, the year of publication of the collective work *Tecnologías integradas a la didáctica de las lenguas extranjeras* (published by the Ministry of Education and Culture), the research group has also been working on the possibilities of cultural and linguistic immersion through technologies.

Centro de Estudos em Educação e Inovação

Forming part of the *Centro de Estudos em Educação e Inovação (CIDEI) at the Instituto Politécnico de Viseu* (Portugal), the multidisciplinary and international team (active learning, notably through gamification, of foreign languages for specific purposes using digital tools), has been developing projects (coordinated by Véronique Delplancq) on the teaching-learning of foreign languages for specific purposes at higher education level since 2017, in particular by using digital tools, and more specifically their relationship with society and the world of work, for fairer teaching that is increasingly focused on the needs and interests of the learner and on developing skills that are essential for training excellent professionals and active citizens.

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