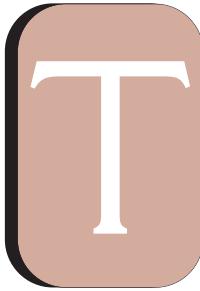# Introduction

## New languages and cultures. Teaching languages for global and digital communication

Guest-edited special issue:
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The interaction between language and literature learning, new languages, and education in inclusive contexts should constitute a hallmark of advanced societies that seek to tackle transnational global challenges with transinstitutional solutions. One of these challenges is the management of sociocultural and linguistic diversity, as the overwhelming presence of technologies and digital related languages opens up new perspectives for education and personal, professional, and social development. In this scenario, comprehensive language and literary training, as well as a plurilingual approach, become essential for promoting global citizenship, where individuals are capable of addressing these objectives and contributing to a new society that is more just, inclusive, peaceful, and sustainable.

In this framework, the monograph, constitutes a broad contribution to the field of study focused on new languages and cultures, in language teaching for global and digital communication. From a dual perspective –research and education– the articles included in the dossier allow to observe an overview of the monograph's topic through a diverse compilation of studies carried out in Portugal, Malaysia, and different regions of Spain, providing a kaleidoscopic, complementary, and highly current vision.

The monograph opens with an article titled "Analysis of short videos on TikTok for learning of Portuguese as a foreign language," which offers an interesting piece of research on this current platform and its educational potential for language learning, among other educational purposes. The proposal by Zhang, Lucas, Bem-Haja & Pedro delves into the interest of short TikTok videos using an adaptation of the multimedia learning principles proposed by Mayer. The results they obtained show that the more principles a video addresses, the more "likes" it receives, and that the promotion of generative processing plays an important role in this mediation. Likewise, this dimension plays a key role in facilitating the dissemination and effectiveness of short videos, stimulating reflection on the design of online short videos for foreign language learning, while highlighting the potential of designing educational materials and language learning programs based on videos.

The study by Fernández-Costales, Talaván & Tinedo ("Didactic audiovisual translation in language teaching: Results from the TRADILEX project") presents the results of a national project on the use of didactic audiovisual translation (DAT) in foreign language learning. The TRADILEX project aimed to analyze the effect of using different modalities of audiovisual translation (subtitling, dubbing, closed captioning, audio description, and voiceover) on the oral and written skills of university students learning English as a foreign language. The main findings of the research, which involved 566 students from eight Spanish universities, underline how didactic audiovisual translation contributes to the improvement in the English learning process. On the other hand, the paper highlights students perceive DAT is a useful resource in the language classroom. The data obtained suggest DAT is a versatile tool that can be used at different educational levels (primary, secondary, university) and can be included in traditional learning as well as hybrid or virtual modalities.

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The work by Suparman, Kumar, Pinang & Osman, titled "English learners' intentions to adopt online learning post-pandemic: Ease precedes usefulness" addresses an innovative analysis of teaching English as a second language through digital platforms. The paper focuses on psychological aspects based on the technology acceptance model and external factors such as English proficiency, online learning anxiety, and familiarity with educational technology. The research involved 530 university students from Malaysia, and the data obtained highlight that perceived ease of use is more important than perceived utility as an inclusive factor in attitude and intention towards online learning. Additionally, the results emphasize the need to explore to what extent technical factors (complexity, availability, and accessibility of language tools) and their ease of use can influence attitude and intention to use online second language learning.

The rise of artificial intelligence is unstoppable in the social, professional and educational fields. In this context, the work carried out by de Vicente-Yagüe-Jara, López-Martínez, Navarro-Navarro & Cuéllar-Santiago ("Writing, creativity, and artificial intelligence. ChatGPT in the university context") becomes even more interesting. The paper explores the creative possibilities of artificial intelligence systems (specifically, 20 systems) for the development of writing skills in university students within an educational context. The participants were given the 2nd and 3rd games of the Spanish PIC-A test (Creative Imagination Test for Adults), and then they repeated the games with the assistance of ChatGPT to compare the potential improvement in their productions.

The results reveal statistically significant differences between the artificial intelligence systems and the students in various indicators of the games. However, the article emphasizes that the assistance provided by these systems in writing and verbal creativity tasks is important. Therefore, the authors reflect on the need to reconsider how writing and creativity are conceptualized with computational assistance, as well as the importance of training teachers and students in the critical use of these tools, beyond the academic concerns that may arise.

The final contribution by Gómez-Camacho, de-Pablos-Pons, Colás-Bravo & Conde-Jiménez ("Youth digital writing on WhatsApp and the teaching of spelling"), analyzes the relationship between the use of textisms and spelling errors in academic texts. For this purpose, 270 students from 9th and 10th grade of Compulsory Secondary Education enrolled in different public schools in the Autonomous Community of Andalusia provided WhatsApp messages from their mobile phones. The results obtained from descriptive analyses and bivariate correlation analyses underline that the average number of textisms in WhatsApp is much higher than the number of spelling errors in school texts. This confirms that textisms are intentional deviations from academic norms in the digital context. They cannot be considered as spelling mistakes resulting from a lack of knowledge of the Spanish language, but rather as new language forms generated by the use of digital technologies. The results of this research provide evidence of the use of digital norms in WhatsApp chats and their relationship with standard Spanish spelling, as well as their implications that necessitate a reformulation of the concept of spelling competence. It is necessary to establish synergies between school texts and instant messaging, integrating the learning that takes place outside the school context through the same applications or

devices. This monograph has aimed to address, from a broad and interdisciplinary perspective, how the construction of global citizenship demands a comprehensive teaching and learning of languages and literatures, as well as the use of other languages in a globalized, interconnected, complex, changing, and highly technology-influenced world, social networks, and digitalization. The contributions that comprise it contribute to the analysis, reflection, and dissemination of theoretical, practical, and applied aspects related to the teaching of languages and literatures, with a focus on inclusion, multilingualism, and new digital languages, which undoubtedly constitute profound challenges for the education system and society as a whole.

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