**Working Title: Born-digital Literature in the Foreign Language Classroom**

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**Length:** approx. 6,000 words per chapter (including references)

**International Publisher:** TBC

Contact: [borndigitalliterature@gmail.com](mailto:borndigitalliterature@gmail.com)

Editors:

Tara McIlroy, Rikkyo University, Tokyo

Christian Ludwig, Free University of Berlin

We invite researchers and teachers of foreign languages of all levels to submit chapters for an edited publication on ‘born-digital’ literature in language learning contexts. Born-digital literature is defined broadly as being created in and existing exclusively in digital spaces. These texts cannot be fully converted to print while retaining their interactive features. Born-digital literature can be narratives appearing in written or multimodal form, i.e. apps, podcasts, digital games and literary-related social media. In addition, born-digital literature may only exist for a limited time in a digital space, and so the texts themselves are ephemeral. Narratives created for a short time in the style of social media ‘stories’ are examples of born-digital texts, whose features shape the interaction between creator and audience.

In this edited volume we aim to bring together approaches to born-digital literature across the foreign language learning curriculum. These could include, for example, composition studies, creative writing, pragmatics or learner autonomy.

Language learners are of course already engaged in interactions with narratives and creative works daily but may not perceive it as language learning. The potential for learning with born-digital literature includes discussion of how creative and critical interactions occur in learning spaces (in the classroom and beyond the classroom). Language learners may be interacting with literature and creating their own digital artifacts, learning to read critically or developing personal responses to literature.

Contributions could include chapters which discuss:

a) using and creating digital-born literature (fan fiction, digital stories, diaries, video projects, podcasts, etc.) in language learning contexts

b) analysing born-digital literature through critical reading, reader-response, audience theory and related theories of language acquisition or sign language.

In addition, the following guiding questions may be explored in the collection:

* In what ways can the use and creation of born-digital literature be facilitated in language learning contexts?
* How can the analysis of born-digital literature be integrated into the second/foreign language classroom?
* How can we build inclusive and creative classrooms using born-digital literature?
* How do learners engage with born-digital literature (and how does this differ from using textbooks or other print media)?
* How are language learners using narrative such as social media stories for their own language learning, and what is the significance that these texts are ephemeral?
* What is the role of collaborative analysis/writing when working with born-digital literature?
* What are some examples of best practices when working with born-digital literature?
* How might born-digital literature fit with courses using the CEFR descriptors i.e. mediating texts, reading as a leisure activity, expressing a personal response to literature and analysis and criticism of creative texts?
* What is the role of online fan fiction and participatory culture in contemporary language learning contexts?
* What kinds of learning can occur when learners engage with born-digital literature in the ‘digital wilds’ beyond the classroom?
* How might interactions with stories and narratives which exist online help us look after our own well-being and that of our students?
* How might interactions with literature using text generation technologies (e.g. CPT-3 and other AI tools) be used for language learning?

* Suggested dates -
  + *deadline for proposals - 1st March, 2023*
  + *Feedback to authors by end of March, 2023*
  + *1st drafts of chapters due on 1st October, 2023*
  + *Early 2024 for full manuscript*

If you would like to propose a chapter, please send us the following:

* a chapter summary (200 words),
* bio (50 words + two key publications),
* the expected number of illustrations (black-and-white, colour),
* info on intended readership (keywords)
* a short statement (50-150 words) on how your chapter makes a significant and original contribution to the volume

[borndigitalliterature@gmail.com](mailto:borndigitalliterature@gmail.com)

Thank you for your submissions and contributions.