

FED-CLLE Seminar: "Fandom, Humor, and Teacher Becoming: Digital Literacies for Language Learning in a Postdigital Age"

Date: 28 April 2026

Time: 16:00-17:00

Venue: E33-3038, Faculty of Education

Language: English

Registration: <https://go.um.edu.mo/136pt50z>

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Speaker:

Dr. Boris VAZQUEZ-CALVO is a Ramón y Cajal Senior Researcher in Language Education at the University of Seville, Spain. His work sits at the intersection of digital literacies, artificial intelligence, informal language learning, and language teacher education. He examines how digital platforms, online communities, and emerging technologies shape language learning, pedagogical practices, and the identities of language learners and educators in multilingual and multicultural contexts. He has published widely in journals in applied linguistics and technology-enhanced language learning, including *Language Learning & Technology*, *ReCALL*, *Computer Assisted Language Learning*, and *Interactive Learning Environments*. His recent research explores AI-mediated language learning, memes and digital humor in teacher education, fandom and online language socialization, and the pedagogical implications of digitally mediated communication. He is an associate editor of *Language Learning & Technology*.

Abstract:

What can fandom, memes, and participatory digital culture reveal about language learning and the making of future language teachers? This seminar explores how contemporary learners and preservice educators use humor, popular culture, and multimodal digital expression to narrate who they are, who they have been, and who they hope to become. In digitally saturated environments, such practices are far more than marginal or playful distractions: they are meaningful sites of language use, identity work, affective negotiation, and pedagogical imagination. Bringing together perspectives on digital literacies, teacher identity, and language learning beyond the classroom, the session examines how culturally circulating forms such as memes can

make visible experiences that more conventional academic genres often flatten or leave unsaid. Humor will be approached not simply as entertainment, but as a resource for managing vulnerability, expressing critique, signaling affiliation, and imagining professional futures. These digitally mediated practices open a window onto the emotional, ideological, and multilingual dimensions of becoming a language teacher in the present moment.

The seminar argues that fandom-inflected and meme-based forms of communication deserve serious consideration in language education because they concentrate forms of participation that are central to contemporary communicative life: remix, stance-taking, intertextuality, translanguaging, and playful yet consequential meaning-making. Rather than asking whether such practices belong in education, the session invites a more ambitious question: what do they already teach us about motivation, belonging, legitimacy, creativity, and the kinds of pedagogical selves emerging in digitally mediated societies? Relevant to scholars, teacher educators, and students, this talk offers an empirically grounded reflection on language learning in the wild, digital culture, and language teacher education.