

### Editorial

New communication and information technologies are probably the main feature associated with the phenomenon of globalisation. Such technologies allow people to be in contact with almost anyone anywhere, raising debates about both their benefits and negative consequences. It is often argued that they contribute to increasing the domination of a few major languages chosen to mediate communication, at the expense of more minor languages in terms of the number of speakers and social status. On the contrary, it is also argued that they allow speakers of minority languages to be in contact with one another and create social networks that may promote the survival, birth, or spread of such languages. The facilitated use of languages over large areas of the world may trigger language differentiation, eventually contributing to the rise of different dialects, or even languages. Among the benefits associated with new technologies, we realise that they give us access to immense language corpora that often reflect language differentiation.

The papers presented in this special issue concern various aspects of languages in the globalised world, and they stem from reflections on the interpretation of multilingual literacy and cross-cultural encounters.

In the first paper, Romuald Gozdawa-Gołębiowski reflects on the status of European English and its deviations from English native standards. It is followed by an analysis by Robert Michael Bianchi of the characteristics of 3arabizi, an emerging language blending English and vernacular Arabic. Those two studies of major languages from a social and linguistic viewpoint are followed by three papers which adopt a classroom perspective. First, Ralph Krüger makes a case for the use of Internet-based corpora in translation classrooms. Following this, two papers ponder cultural issues in teaching: Paweł Sobkowiak examines how intercultural competence can be developed despite the homogeneity of the language classroom in Poland, and Luz María Muñoz de Cote and Sylvia van Dijk investigate how to enhance students' competence in academic English in their

specific fields of interest. Finally, Théophile Munyangeyo provides an original reflection informed by sociological reading of fictional narratives, highlighting the way writing can reflect social events through symbolism. He also reflects on challenges related to reading and using factual content in language learning from fictional narratives.

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