ACADEMIC CV / NOVEMBER 2026

Boris Vázquez-Calvo

Ramón y Cajal Researcher in Language Education · University of Seville

Department of Language and Literature Education and Integrated Philologies, Seville, Spain.

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Research and appointments

My research examines how people learn languages in online communities and how language teachers bring digital practices into their classrooms. I use qualitative and discourse-analytic approaches to study fan translation, multimodal writing, professional identity, and teachers' judgments about AI.

University of Seville · July 2025–present

Ramón y Cajal researcher, appointed under Spain's national competitive research program (RYC2023-043502-I). Two nationally assessed six-year research periods (sexenios).

University of Málaga · Until June 2025

Assistant Professor of Language Education. Earlier postdoctoral research at the University of Santiago de Compostela and the University of Southern Denmark examined young people's gaming and literacy practices.

PhD, Universitat Pompeu Fabra (2016). Dissertation on online language resources in one-to-one secondary classrooms.

Research leadership and academic service

DEFINERS · Principal investigator · €72,500

National project on the digital language learning practices of junior and preservice teachers (TED2021-129984A-I00). The final assessment was "Muy satisfactorio" (very satisfactory).

SEGUE · Principal investigator · University of Málaga

Research on how social media and video games support language learning and teaching (B1-2021_33).

Language Learning & Technology · Associate Editor since July 2025

Project records and linked outputs

Research, teaching, and exchange

Selected publications

The following works trace a research program from informal language learning and fan communities to teacher education.

Boris Vázquez-Calvo, Alba Paz-López, Sergio Rey-Godoy (2025). Memes and identity in language teacher education. Language Learning & Technology, 29(1), 1–27.

Ali Soyoof, Barry Lee Reynolds, Boris Vazquez-Calvo, Katherine McLay (2023). Informal digital learning of English (IDLE): A scoping review of what has been done and a look towards what is to come. Computer Assisted Language Learning, 36(4), 608–640.

Boris Vazquez-Calvo (2021). Guerrilla fan translation, language learning, and metalinguistic discussion in a Catalan-speaking community of gamers. ReCALL, 33(3), 296–313.

Complete publication archive

Teaching and doctoral supervision

I teach English language pedagogy and methods in primary teacher education at the University of Seville. My graduate teaching includes secondary English teacher preparation and the teaching of Spanish as a foreign language. I supervise research on digital literacies, language learning, and teacher identity.

Teaching and supervision profile

International exchange and open materials

José Castillejo mobility grant for a research stay at the University of British Columbia, February–May 2027, with Ron Darvin. The collaboration examines digital literacies and pedagogical judgment in language teacher education.

Open resources include the Fan-Based Learning video series and a university course on AI, feedback, assessment, and authorship.

Teaching materials and public scholarship