Digital Genres New Literacies And Autonomy In Language Learning

The theme of the conference this year was Critical CALL, drawing inspiration from the work carried out in the broader field of Critical Applied Linguistics. The term 'critical' has many possible interpretations, and as Pennycook (2001) outlines, has many concerns. It was from these that we decided on the conference theme, in particular the notion that we should question the assumptions that lie at the basis of our praxis, ideas that have become 'naturalized' and are not called into question. Over 200 presentations were delivered in 68 different sessions, both in English and Italian, on topics related specifically to the theme and also more general CALL topics. 94 of these were submitted as extended papers and appear in this volume of proceedings.

Few resources exist to give literacy teacher educators a comprehensive view of effective, innovative practices in their field, making this uniquely practical volume an important addition to the literature. Each chapter describes research findings and pedagogical methods, with an emphasis on what teachers really need to know to succeed. Woven into the text are more than 30 detailed activities and assignments to support teacher development, written by outstanding teacher educators. Links to professional teaching standards and the Common Core State Standards are highlighted throughout. Supplemental materials, including forms, checklists, and handouts, can be downloaded and printed in a convenient 8 1/2" x 11" size.

"How do students' online literacy practices intersect with online popular culture? In this book scholars from a range of countries including Australia, Lebanon, Nepal, Qatar, South Africa, Turkey, and the United States illustrate and analyze how literacy practices that are mediated through and influenced by popular culture create both opportunities and tensions for secondary and university students. The authors examine issues of theory, identity, and pedagogy as they address participatory popular culture sites such as fan forums, video, blogs, social networking sites, anime, memes, and comics and graphic novels. Uniquely bringing together scholarship about online literacy practices and the growing body of work on participatory popular culture, New Media Literacies and Participatory Popular Culture across Borders makes distinctive contributions to an emerging field of study, pushing forward scholarship about literacy and identity in cross-cultural situations and advancing important conversations about issues of global flows and local responses to popular culture"-- Provided by publisher.

With the unrelenting spread of globalization, the English language has been firmly established as the Lingua Franca. Now more than ever, the importance of learning English is paramount within nearly all professional and educational sectors. English for Specific Purposes (ESP) has long been accepted as an effective method for teaching English as a foreign language. In recent years, it has experienced an increasing presence in secondary and tertiary education across the globe. This is predominantly due to its learner-centered approach that focuses on developing linguistic competence in the student's specific discipline, may that be academics, business or tourism, for example. Positioning English for Specific Purposes in an English Language Teaching Context attempts to present and define the relevance and scope of ESP within English Language teaching. From mobile phones as educational tools to the language needs of medical students, the contributors to this volume examine and propose different epistemological and methodological aspects of ESP teaching. Its unique approach to ESP marks this volume out as an important and necessary contribution to existing ESP literature, and one that will be of use to both researchers and practitioners of ESP.

This book analyses some of the many upheavals brought about by the COVID-19 pandemic through the lens of the COVID-19-communication-culture interface, with a particular focus on the new global, virtual workplace. It brings together a pluridisciplinary and multinational team of researchers from the fields of sociology and organisational studies, discourse analysis, linguistics, communication and cultural studies, and includes testimonials from actors within the professional sector such as international managers, consultants and foreign trade advisors. The collection examines a wide range of phenomena including communication on the pandemic by public authorities, the pandemic as a discursive construct, the digital turn and its impact on communication, the role of social media, as well as national diplomacy and questions of surveillance, (bio)power and trust. Issues pertaining specifically to the workplace focus on the impact of remote work, including the challenge of building cohesive work relations and managing cultural difference, distance recruitment, the new forms of professional online communication, the future of the remote work model and questions of identity that are underpinned by the culture of professions.

It aims to theoretically inform some of the enormous changes which have been brought about by the COVID-19 pandemic at multiple levels of our professional and social lives. It concludes with a virtual round-table discussion on the question of cultural difference with respect to both the pandemic itself and work practice. COVID-19, Communication and Culture: Beyond the Global Workplace will be of great interest to academics and professionals interested in the communication and discourse and the cultural impact of COVID-19.

Autonomous Language Learning with Technology

Digital Genres, New Literacies and Autonomy in Language Learning

Computer-Assisted Foreign Language Teaching and Learning: Technological Advances

aproximaciones basadas en corpus

Digital Games in Language Learning and Teaching

Teenagers' Everyday Literacy Practices in English

This book presents an overview of the wide variety of digital genres used by researchers to produce and communicate knowledge, perform new identities and evaluate research outputs. It explores the role of digital genres in the repertoires of genres used by local communities of researchers to communicate both locally and globally, both with experts and the interested public, and sheds light on the purposes for which researchers engage in digital communication and on the semiotic resources they deploy to achieve these purposes. The authors discuss the affordances of digital genres but also the challenges that they pose to researchers who engage in digital communication. The book explores what researchers can do with these genres, what meanings they can make, who they interact with, what identities they can construct and what new relations they establish, and, finally, what language(s) they deploy in carrying out all these practices.

A student's avatar navigates a virtual world and communicates the desires, emotions, and fears of its creator. Yet, how can her writing instructor interpret this form of meaningmaking? Today, multiple modes of communication and information technology are challenging pedagogies in composition and across the disciplines. Writing instructors grapple with incorporating new forms into their curriculums and relating them to established literary practices. Administrators confront the application of new technologies to the restructuring of courses and the classroom itself. Multimodal Literacies and Emerging Genres examines the possibilities, challenges, and realities of mutimodal composition as an effective means of communication. The chapters view the ways that writing instructors and their students are exploring the spaces where communication occurs, while also asking "what else is possible." The genres of film, audio, photography, graphics, speeches, storyboards, PowerPoint presentations, virtual environments, written works, and others are investigated to discern both their capabilities and limitations. The contributors highlight the responsibility of instructors to guide students in the consideration of their audience and ethical responsibility, while also maintaining the ability to "speak well." Additionally, they focus on the need for programmatic changes and a shift in institutional philosophy to close a possible "digital divide" and remain relevant in digital and global economies. Embracing and advancing multimodal communication is essential to both higher education and students. The contributors therefore call for the examination of how writing programs, faculty, and administrators are responding to change, and how the many purposes writing serves can effectively converge within composition curricula.

This comprehensive exploration of theoretical and practical aspects of out-of-class teaching and learning from a variety of perspectives and in various settings around the world includes a theoretical overview of the field, 11 data-based case studies and practical advice on materials development for independent learning.

This book looks beyond the classroom, and focuses on out-of-class autonomous use of technology for language learning, discussing the theoretical frameworks, key findings and critical issues. The proliferation of digital language learning resources and tools is forcing language education into an era of unprecedented change. The book will stimulate discussions on how to support language learners to construct quality autonomous technology-mediated out-of-class learning experience outside the classroom and raise greater awareness of and research interest in this field. Out-of-class learning constitutes an important context for human development, and active engagement in out-of-class activities is associated with successful language development. With convenient

access to expanded resources, venues and learning spaces, today's learners are not as dependent on in-class learning as they used to be. Thus, a deeper understanding of the terrain of out-of-class learning is of increasing significance in the current educational era. Technology is part and parcel of out-of-class language learning, and has been a primary source that learners actively use to construct language learning experience beyond the classroom. Language learners of all ages around the world have been found to actively utilize technological resources to support their language learning beyond formal language learning contexts. Insights into learners' out-of-class autonomous use of technology for language learning are essential to our understanding of out-of-class learning and inform educators on how language learners could be better supported to maximize the educational potentials of technology to construct quality out-of-class learning experience.

Educational technologies continue to advance the ways in which we teach and learn. As these technologies continue to improve our communication with one another, computer-assisted foreign language learning has provided a more efficient way of communication between different languages. Computer-Assisted Foreign Language Teaching and Learning: Technological Advances highlights new research and an original framework that brings together foreign language teaching, experiments and testing practices that utilize the most recent and widely used e-learning resources. This comprehensive collection of research will offer linguistic scholars, language teachers, students, and policymakers a better understanding of the importance and influence of e-learning in second language acquisition.

Language Education in Digital Spaces: Perspectives on Autonomy and Interaction
Cases on Audio-Visual Media in Language Education
Future Oriented Research and Pedagogy in Teacher Education
The Routledge Handbook of Digital Literacies in Early Childhood
Beyond The Classroom
The Routledge Handbook of Language Learning and Technology

This volume encompasses the range of research questions on language-related problems that arise in language teaching, learning and assessment. The [150] chapters are written by experts in the field who each offer their insights into current and future directions of research, and who suggest several highly relevant research questions. Topics include, but are not limited to: language skills teaching, language skills assessment and testing, measurement, feedback, discourse analysis, pragmatics, semantics, language learning through technology, CALL, MALL, ESP, EAP, ERPP, TBLT, materials development, genre analysis, needs analysis, corpus, content-based language teaching, language teaching and learning strategies, individual differences, research methods, classroom research, form-focused instruction, age effects, literacy, proficiency, and teacher education and teacher development. The book serves as a "reference and offers inspiration to researchers and students in language education. An important skill in reviewing the research literature is following a study's "plan of attack." Broadly, this means that before accepting and acting upon the findings, one considers a) the research question (Is it clear and focused? Measurable?), b) the subjects examined, the methods deployed, and the measures chosen (Do they fit the study's goal and have the potential to yield useful results?), and c) the analysis of the data (Do the data lead to the discussion presented? Has the author reasonably interpreted results to reach the conclusion?). Mohebbi and Coombe's book, Research Questions in Language Education and Applied Linguistics: A Reference Guide, helps budding researchers take the first step and develop a solid research question. As the field of language education evolves, we need continual research to improve our instructional and assessment practices and our understanding of the learners' language learning processes. This book with its remarkable 150 topics and 10 times the number of potential research questions provides a wealth of ideas that will help early career researchers conduct studies that move our field forward and grow our knowledge base. Deborah J. Short, Ph.D., Director, Academic Language Research & Training, Past President, TESOL International Association (2021-22) As a teacher in graduate programs in TESOL I frequently come across the frustration of students at centering their research interests on a particular topic and developing research questions which are worth pursuing so as to make a contribution to the field. This frustration stems from the fact that our field is so vast and interrelated, that it is often impossible to properly address all that interests them. Hence, I wholeheartedly welcome this most relevant and innovative addition to the research literature in the field of TESOL and Applied Linguistics. Coombe and Mohebbi have created a real tour de force that stands to inform budding researchers in the field for many years to come. Additionally, the cutting-edge depiction of the field and all it has to offer will no doubt update the research agendas of many seasoned researchers around the world. The 150 chapters are organized in a most powerful, yet, deceptively simple way offering a positioning within the topic, suggesting questions that might direct inquiry and offering a basic set of bibliographic tools to start the reader in the path towards research. What is more, the nine sections in which the chapters are organized leave no area of the field unexplored. Dr. Gabriel Díaz Maggioli, Academic Advisor, Institute of Education, Universidad ORT del Uruguay, President, IATEFL

Threshold Concepts on the Edge explores new directions in threshold concept research and practice and is of relevance to teachers, learners, educational researchers and academic developers.

In Language Online, David Barton and Carmen Lee investigate the impact of the online world on the study of language. The effects of language use in the digital world can be seen in every aspect of language study, and new ways of researching the field are needed. In this book the authors look at language online from a variety of perspectives, providing a solid theoretical grounding, an outline of key concepts, and practical guidance on doing research. Chapters cover topical issues including the relation between online language and multilingualism, identity, education and multimodality, then conclude by looking at how to carry out research into online language use. Throughout the book many examples are given, from a variety of digital platforms, and a number of different languages, including Chinese and English. Written in a clear and accessible style, this is a vital read for anyone new to studying online language and an essential textbook for undergraduates and postgraduates working in the areas of new media, literacy and multimodality within language and linguistics courses.

This four volume set provides authoritative voices commenting on the most important areas of literacy across the lifespan.

In an age where the use of electronic media is expanding and the nature of traditional texts and text-based learning is changing, new literacies are becoming increasingly important in the school classroom. This volume examines how new literacies can be used in the English curriculum, and presents a series of research-based studies applied to every level of school-age education. The chapters examine: early literacy; picture books; the internet; secondary school English; and the problems of assessment in the new literacy age. This forward-thinking volume will be of interest to teachers and academics researching education, literacy, applied linguistics, and social semiotic theory.

Research Questions in Language Education and Applied Linguistics

Positioning English for Specific Purposes in an English Language Teaching Context

Rethinking Literacy in a Digital Age

A Guide for Non-native Speakers

Working with Multimodality

A Reference Guide

This book illustrates new virtual intercultural practices for language learning from primary to tertiary education and highlights the transversality of these practices throughout the language curriculum. The current English as a Lingua Franca (ELF) perspective sets the framework as a possible vector of cultural exchanges in a variety of contexts, and from which the different authors coming from Europe and all over the world present their studies. The book deploys diverse educational exchanges within a wide range of technological tools and with varied approaches to the intercultural dimension in language learning. Through these virtual exchanges, different languages and educational cultures come together to create emerging communities of practice co-constructed for the limited time-space of the collaborative projects. This volume opens a dialogue with researchers from different backgrounds and theoretical and methodological perspectives as technology can no longer be apprehended without its purposeful human and semiotic meanings and, conversely, human and semiotic meanings can no longer be apprehended without Information and Communication Technology (ICT). Going beyond strict polarised views on the technology or humanistic approaches, this book presents a more nuanced, interrelated stance and will appeal to researchers, scholars, post graduate students, and teachers in applied linguistics, language learning and teaching, education, information studies, cultural studies, and intercultural communication.

In this collection, the authors put forth different philosophical conceptions of "hacking education" in response to the educational, societal, and technological demands of the 21st century. Teacher Educators are encouraged to draw on the collection to rethink how "hacking education" can be understood simultaneously as a "praxis" informed by desires for malice, as well as a creative site for us to reconsider the possibilities and limitations of teaching and learning in a digital era. How do we hack beyond the limits of circumscribed experiences, regulated subjective encounters with knowledge and the limits imposed by an ever constrained 21st century schooling system in the hopes of imagining better and more meaningful futures? How do we foster ingenuity and learning as the end itself (and not learning as economic imperative) in a world where technology, in part, positions individuals as zombie-like and as an economic end in itself? Can we "hack" education in such a way that helps to mitigate the black hat hacking that increasingly lays ruin to individual lives, government agencies, and places of work? How can we, as educators, facilitate the curricular and pedagogical processes of reclaiming the term hacking so as to remember and remind ourselves that hacking's humble roots are ultimately pedagogical in its very essence? As a collection of theoretical and pedagogical pieces, the chapters in the collection are of value to both scholars and practitioners who share the same passion and commitment to changing, challenging and reimagining the script that all too often constrains and prescribes particular visions of education. Those who seek to question the nature of teaching and learning and who seek to develop a richer theoretical vocabulary will benefit from the insightful and rich collection of essays presented in this collection. In this regard, the collection offers something for all who might wish to rethink the fundamental dynamics of education or, as Morpheus asks of Neo in The Matrix, bend the rules of conventional ways of knowing and being.

This work builds on the assumption that language learning and teaching needs to be made more relevant to the 'glocalised' digital world we live in. Its authors argue that staff in Higher Education (HE) must prepare students for effective online interaction and explores the digital, linguistic and critical intercultural components of 'global citizenship'. The book pivots around an innovative research study; linguistic politeness frameworks are revisited to analyse the written online exchanges on an Online

International Learning (OIL) - or intercultural telecollaborative - project between the UK and France.Through the use of cyberpragmatics, and inspired by Meyer and Land's 'threshold concept pedagogy', the authors examine the challenges and solutions identified by an 'expert student' in managing rules of engagement and intercultural awareness when interacting online. This book will appeal to students and scholars of applied linguistics, education, sociolinguistics and intercultural communication, and provide a valuable resource for teacher trainers, language teachers and educators across the world.

The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics, ELT/TESOL, and Language Teacher Education, and for ELT professionals engaged in in-service teacher development and/or undertaking academic study. Progressing from 'broader' contextual issues to a 'narrower' focus on classrooms and classroom discourse, the volume's inter-related themes focus on: ELT in the world: contexts and goals planning and organising ELT: curriculum, resources and settings methods and methodology: perspectives and practices second language learning and learners teaching language: knowledge, skills and pedagogy understanding the language classroom. The Handbook's 39 chapters are written by leading figures in ELT from around the world. Mindful of the diverse pedagogical, institutional and social contexts for ELT, they convincingly present the key issues, areas of debate and dispute, and likely future developments in ELT from an applied linguistics perspective. Throughout the volume, readers are encouraged to develop their own thinking and practice in contextually appropriate ways, assisted by discussion questions and suggestions for further reading that accompany every chapter. Advisory board: Guy Cook, Diane Larsen-Freeman, Amy Tsui, and Steve Walsh

Digital Genres, New Literacies and Autonomy in Language LearningCambridge Scholars Publishing

Active Listening

Assessing the Effectiveness of Virtual Technologies in Foreign and Second Language Instruction

Principles and Effective Practices

New Literacies and the English Curriculum

Being Self-Study Researchers in a Digital World

Handbook of Research on New Literacies

This book presents research on the intersection of self-study research, digital technologies, and the development of future-oriented practices in teacher education. It explores the changing teacher education landscape by considering issues that are central to doing self-study: context and location; data access, generation and analysis; social and personal media; forms and transformations of pedagogy; identity; and ethics in an increasingly digital world. Self-study research on, with, and around digital technologies is highly significant in education where the rapid development and ubiquity of such technologies are an integral part of teacher educators' everyday pedagogical and research practices. Blended and virtual environments are now not only commonplaces in which to teach about teaching but also to research about teaching. The book highlights how digital technologies can enhance the pedagogies and knowledge base of teacher education research and practice while remaining circumspect of grandiose claims. Each chapter addresses aspects of doing self-study with educational technology, and provides issues for discussion and debate for readers wanting to engage in self-study.

By the co-author of Language Online, this book builds on the earlier work while focusing on multilingualism in the digital world. Drawing on a range of digital media – from email to chatrooms and social media such as Facebook, Instagram, and YouTube – Lee demonstrates how online multilingualism is closely linked to people's offline literacy practices and identities, and examines the ways in which people draw on multilingual resources in their internet participation. Bringing together central concepts in sociolinguistics and internet linguistics, the eight chapters cover key issues such as: language choice code-switching identities language ideologies minority languages online translation. Examples in the book are drawn from both all the major languages and many lesser-written ones such as Chinese dialects, Egyptian Arabic, Irish, and Welsh. A chapter on methodology provides practical information for students and researchers interested in researching online multilingualism from a mixed methods and practice-based approach. Multilingualism Online is key reading for all students and researchers in the area of multilingualism and new media, as well as those who want to know more about languages in the digital world.

This book brings together contributions on learner autonomy from a myriad of contexts to advance our understanding of what autonomous language learning looks like with digital tools, and how this understanding is shaped by and can shape different socio-institutional, curricular, and instructional support. To this end, the individual contributions in the book highlight practice-

oriented, empirically-based research on technology-mediated learner autonomy and its pedagogical implications. They address how technology can support learner autonomy as process by leveraging the affordances available in social media, virtual exchange, self-access, or learning in the wild (Hutchins, 1995). The rapid evolution and adoption of technology in all aspects of our lives has pushed issues related to learner and teacher autonomy centre stage in the language education landscape. This book tackles emergent challenges from different perspectives and diverse learning ecologies with a focus on social and educational (in)equality. Specifically, to this effect, the chapters consider digital affordances of virtual exchange, gaming, and apps in technology-mediated language learning and teaching ranging from instructed and semi-instructed to self-instructed contexts. The volume foregrounds the concepts of critical digital literacy and social justice in relation to language learner and teacher autonomy and illustrates how this approach may contribute to institutional objectives for equality, diversity and inclusion in higher education around the world and will be useful for researchers and teachers alike.

Provides a comprehensive and unique examination of global language learning outside of the formal school setting Authored by a prominent team of international experts in their respective fields, The Handbook of Informal Language Learning is a one-of-a-kind reference work and it is a timely and valuable resource for anyone looking to explore informal language learning outside of a formal education environment. It features a comprehensive collection of cutting edge research areas exploring the cultural and historical cases of informal language learning, along with the growing area of digital language learning, and the future of this relevant field in national development and language education. The Handbook of Informal Language Learning examines informal language learning from both theoretical and practical perspectives. Structured across six sections, chapters cover areas of motivation, linguistics, cognition, and multimodality; digital learning, including virtual contexts, gaming, fanfiction, vlogging, mobile devices, and nonformal programs; and media and live contact, including learning through environmental print, tourism/study abroad. The book also provides studies of informal learning in four national contexts, examines the integration of informal and formal classroom learning, and discusses the future of language learning from different perspectives. Edited by respected researchers of computer-mediated communication and second language learning and teacher education Features contributions by leading international scholars reaching out to a global audience Presents an exciting and progressive selection of chapters in a rapidly expanding field of research and teaching Provides a state-of-the-art collection of the theories, as well as the historical, cultural and international cases relating to informal language learning and its future in a digital age Covers 30 key topics that represent pioneering findings and new research The Handbook of Informal Language Learning is an essential resource for researchers, students, and professionals in the fields of language acquisition, English as a second language, and foreign language education.

This book provides case studies from several higher education contexts to represent the diverse ways that L2 specialists can build up programs and courses that contribute to their institutions' internationalization by promoting language and cultural exchange. This volume contributes to emerging interdisciplinary conversations in higher education about how to refine internationalization in terms of praxis and how to coordinate curricular and pedagogical efforts to achieve meaningful learning outcomes for all students. The chapters provide suggestions for how L2 specialists can reframe their work in their individual programs to help internationalize the entire university in ways that lead to improved learning outcomes for students at different points in their degree programs, including: Orientation programs (early arrival on campus, before classes start) Language Center contexts (support during studies) Volunteer programs for International Teaching Assistants (ITA) and undergraduate students Graduate-level writing support structures Instructional design (virtual learning spaces) Virtual Partner programs (co-curricular) Intercultural composition (placement, interdisciplinary collaborations)

Beyond the Global Workplace

Hacking Education in a Digital Age

The Routledge Handbook of English Language Teaching

Concepts, Methodologies, Tools, and Applications

Cross-Cultural Perspectives on Technology-Enhanced Language Learning

Teacher Education, Curriculum, and Literacies

This book examines everyday literacy in English as a foreign language (EFL). Focusing on the out-of-school literacy practices of teenagers in Athens, Greece, it challenges the notion that classrooms are the only contexts which provide exposure to English for learners. The author demonstrates that English can be a powerful resource for teenagers, as a symbolic tool granting them additional means of communication and self-expression. In doing so, she makes an original contribution to the areas of literacy, language education, and applied linguistics.

In today's digital world, we have multiple modes of meaning-making: sounds, images, hypertexts. Yet, within literacy education, even 'new' literacies, we know relatively little about how to work with and produce modally complex texts. In Working with Multimodality, Jennifer Rowsell focuses on eight modes: words, images, sounds, movement, animation, hypertext, design and modal learning. Throughout the book each mode is illustrated by cases studies based on the author's interviews with thirty people, who have extensive experience working with a mode in their field. From a song writer to a well known ballet dancer, these people all discuss what it means to do multimodality well. This accessible textbook brings the multiple modes together into an integrated theory of multimodality. Step-by-step, beginning with theory then exploring modes and how to work with them, before concluding with how to apply this in an investigation, each stage of working with multimodality is covered. Working with Multimodality will help students and scholars to: • Think about specific modes and how they function • Consider the implications for multimodal meaning-making • Become familiar with conventions and folk knowledge about given modes • Apply this same knowledge to their own production of media texts in classrooms Assuming no prior knowledge about multimodality and its properties, Working with Multimodality is designed to appeal to advanced undergraduate and postgraduate students interested in how learning and innovation is different in a digital and media age and is an essential textbook for courses in literacy, new media and multimodality within applied linguistics , education and communication studies.

Digitalised learning with its promise of autonomy, enhanced learner choice, independence and freedom, is an intuitive and appealing construct but closer examination reveals it to be a rather simplistic proposition, raising the following questions. - What do we mean by autonomy? - What are we implying about the role of the teacher, the classroom, and interaction between learners? - What do we understand about the impact of technology on the ecology of the learning environment? This book describes the use of a Virtual Learning Environment (VLE) by a group of advanced English language learners in Mexico, comparing what students thought and what they did in response to the technology. The theoretical aim of the book is to work towards the construction of a theory of the development of autonomy and virtual learning in an EFL context. Enhanced understanding about the relationship between autonomy and technology has the potential to inform academics, software designers, materials writers, teacher educators, and teachers and to help learners in their quest to acquire a foreign language.

The ability to effectively communicate with individuals from different linguistic and cultural backgrounds is an invaluable asset. Learning a second language proves useful as students navigate the culturally diverse world; however, studying a second language can be difficult for learners who are not immersed in the real and natural environment of the foreign language. Also, changes in education and advancements in information and communication technologies pose a number of challenges for implementing and maintaining sound practices within technology-enhanced language learning (TELL). Cross-Cultural Perspectives on Technology-Enhanced Language Learning provides information on educational technologies that enable language learners to have access to authentic and useful language resources. Readers will explore themes such as language pedagogy, how specific and universal cultural contexts influence audio-visual media used in technology-enhanced language learning (TELL), and the use of English video games to promote foreign language learning. This book is a valuable resource for academicians, education practitioners, advanced-level students, and school administrators seeking to improve language learning through technology-based resources.

This book provides a research-led guide to public speaking in English, using the foundations of applied linguistics research to analyse elements of spoken presentation, including content, form, persona and audience interaction. The author also introduces and analyses case studies of what she calls 'the New Oratory', examining such modern speaking formats as the three-minute-thesis presentation, the investor pitch and TED talks, making this book a cutting-edge exploration of how public speaking is conducted in an increasingly digitalised world. It provides essential advice for non-native English speakers and speakers of English as a Second Language (ESL) whose work or study requires them to present in English, but will also be of interest to students and scholars of applied linguistics and business communication.

Identifying cyberpragmatic rules of engagement in telecollaboration

Building Internationalized Spaces

New Media Literacies and Participatory Popular Culture Across Borders

Literacy Teacher Education

Intercultural Communicative Competence for Global Citizenship

Cross-Cultural Interaction: Concepts, Methodologies, Tools, and Applications

As fast-evolving technologies transform everyday communication and literacy practices, many young children find themselves immersed in multiple digital media from birth. Such rapid technological change has consequences for the development of early literacy, and the ways in which parents and educators are able to equip today's young citizens for a digital future. This seminal Handbook fulfils an urgent need to consider how digital technologies are impacting the lives and learning of young children; and how childhood experiences of using digital resources can serve as the foundation for present and future development. Considering children aged 0–8 years, chapters explore the diversity of young children's literacy skills, practices and expertise across digital tools, technologies and media, in varied contexts, settings and countries. The Handbook explores six significant areas: Part I presents an overview of research into young children's digital literacy practices, touching on a range of theoretical, methodological and ethical approaches. Part II considers young children's reading, writing and meaning-making when using digital media at home and in the wider community. Part III offers an overview of key challenges for early childhood education presented by digital literacy, and discusses political positioning and curricula. Part IV focuses on the multimodal and multi-sensory textual landscape of contemporary literary practices, and how children learn to read and write with and across media. Part V considers how digital technologies both influence and are influenced by children's online and offline social relationships. Part VI draws together themes from across the Handbook, to propose an agenda for future research into digital literacies in early childhood. A timely resource identifying and exploring pedagogies designed to bolster young children's digital and multimodal literacy practices, this key text will be of interest to early childhood educators, researchers and policy-makers.

Comunicación especializada y divulgación en la red: aproximaciones basadas en corpus adopta un enfoque basado en corpus para analizar los principales rasgos discursivos de la divulgación y de la comunicación especializada en español. El volumen presenta un modelo teórico para el estudio de la divulgación en los géneros digitales y lo aplica a una serie de estudios de caso que analizan diferentes rasgos (entre otros, la metáfora, la polifonía o los encuadres discursivos) que permiten caracterizar cómo se comunican contenidos especializados a un público lego. La investigación se basa en el corpus WebLesp, que contiene distintos géneros digitales en cuatro ámbitos sectoriales: medicina, derecho, economía y ciencia. El volumen se dirige a investigadores expertos y principiantes, así como a alumnado y profesorado, interesados en la lingüística española, el análisis de género, el análisis del discurso, el español para fines específicos y la lingüística de corpus. Comunicación especializada y divulgación en red: aproximaciones basadas en corpus presents a corpus-based approach to the study of the key features of popularization and specialised communication in Spanish. Providing a theoretical framework for the study of popularization in web genres, this book proposes a series of case studies exploring a range of features (including metaphor, polyphony and discourse frames) that contribute to characterise how specialised knowledge is communicated to lay audiences. The research is based on the WebLesp corpus, containing different web genres pertaining to four major domains: law, economics, medicine, and science. This will be of particular interest to researchers and advanced students in Spanish Linguistics, Genre Analysis, Discourse Analysis, Spanish for Specific Purposes and Corpus Linguistics.

The exponential growth and development of modern technologies in all sectors has made it increasingly difficult for students, teachers and teacher educators to know which technologies to employ and how best to take advantage of them. The Routledge Handbook of Language Learning and Technology brings together experts in a number of key areas of development and change, and opens the field of language learning by exploring the pedagogical importance of technological innovation. The handbook is structured around six themes: historical and conceptual contexts core issues interactive and collaborative technologies for language learning corpora and data driven learning gaming and language learning purpose designed language learning resources. Led by fundamental concepts, theories and frameworks from language learning and teaching research rather than by specific technologies, this handbook is the essential reference for all students, teachers and researchers of Language Learning and TESOL. Those working in the areas of Applied Linguistics, Education and Media Studies will also find this a valuable book.

Over the last few decades, the use of virtual technologies in education, including foreign/second language instruction, has developed into a substantial field of study. Through virtual technologies, language learners can develop metacognitive and metalinguistic skills, and they can practice the language by interacting with real/virtual users or virtual objects, a very important issue for language learners who have no or little contact with native or target language speakers outside the classroom. Assessing the Effectiveness of Virtual Technologies in Foreign and Second Language Instruction provides emerging research exploring the theoretical and practical aspects of virtual technologies and applications in engaging language learners both within and outside the classroom. Featuring coverage on a broad range of topics such as game-based learning, online classrooms, and learning management systems, this publication is ideally designed for academicians, researchers, scholars, educators, graduate-level students, software developers, instructional designers, linguists, and education administrators seeking current research on how virtual technologies can be utilized and interpreted methodologically in virtual classroom settings.

In a globalized society, individuals in business, government, and a variety of other fields must frequently communicate and work with individuals of different cultures and backgrounds. Effectively bridging the culture gap is critical to success in such scenarios. Cross-Cultural Interaction: Concepts, Methodologies, Tools, and Applications explores contemporary research and historical perspectives on intercultural competencies and transnational organizations. This three-volume compilation will present a compendium of knowledge on cultural diversity and the impact this has on modern interpersonal interactions. Within these pages, a variety of researchers, scholars, professionals, and leaders who interact regularly with the global society will find useful insight and fresh perspectives on the field of cross-cultural interaction.

Fostering Communication for the Digital Age

Language Online

COVID-19, Communication and Culture

Multimodal Literacies and Emerging Genres

Technological Advances

Virtual Exchange for Intercultural Language Learning and Teaching

Listening is now regarded by researchers and practitioners as a highly active skill involving prediction, inference, reflection, constructive recall, and often direct interaction with speakers. In this new theoretical and practical guide, Michael Rost and JJ Wilson demonstrate how active listening can be developed through guided instruction. With so many new technologies and platforms for communication, there are more opportunities than ever before for learners to access listening input, but this abundance leads to new challenges: how to choose the right input how to best use listening and viewing input inside and outside the classroom how to create an appropriate syllabus using available resources Active Listening explores these questions in clear, accessible prose, basing its findings on a theoretical framework that condenses the most important listening research of the last two decades. Showing how to put theory into practice, the book includes fifty innovative activities, and links each one to relevant research principles. Sample audio recordings are also provided for selected activities, available online at the series website www.pearsoned.co.uk/rostwilson. As a bridge between theory and practice, Active Listening will encourage second language teachers, applied linguists, language curriculum coordinators, researchers, and materials designers to become more active practitioners themselves, by more fully utilising research in the field of second language listening.

At the forefront of current digital literacy studies in education, this handbook uniquely systematizes emerging interdisciplinary themes, new knowledge, and insightful theoretical contributions to the field. Written by well-known scholars from around the world, it closely attends to the digitalization of writing and literacies that is transforming daily life and education. The chapter topics—identified through academic conference networks, rigorous analysis, and database searches of trending themes—are organized thematically in five sections: Digital Futures Digital Diversity Digital Lives Digital Spaces Digital Ethics This is an essential guide to digital writing and literacies research, with transformational ideas for educational and professional practice. It will enable new and established researchers to position their studies within highly relevant directions in the field and to generate new themes of inquiry.

This edited volume explores how digital games have the potential to engage learners both within and outside the classroom and to encourage interaction in the target language. This is the first dedicated collection of papers to bring together state-of-the-art research in game-based learning.

The exponential growth in the amount and complexity of information transmitted and shared on the Internet and the capabilities afforded by new information technologies result in the

continuous emergence of new genres and new literacy practices that call for new models of genre analysis and new approaches to teaching literacy and language, where language learning autonomy has to take centre stage. Any pedagogical approach which seeks to develop autonomy in online language learning should also be concerned with the development of new literacies, with raising an awareness of digital texts and with the cognitive processes learners engage in when constructing meaning in hypertext. The purpose of this volume is to lay the foundations for an approach to online language learning which draws on the analysis of digital texts and of the practices and strategies involved in using such texts. With this aim in mind, this book incorporates and draws relations between research on digital genres, autonomy, electronic literacies and language learning tasks, combining theoretical reflections with pedagogical research. The chapters in this volume, written by researchers from different academic traditions, report research concerning digital genres, new literacy skills and the design of webtasks for effective language learning. These chapters will be useful resources for researchers and doctoral students interested in the development of autonomous language learning in digital environments. Technology has permanently altered and optimized the field of education. With the assistance of innovative tools, such as multimedia technology, instructors can create a positive impact on students' learning experience. Cases on Audio-Visual Media in Language Education includes comprehensive coverage and scholarly insights on the latest trends in technology-assisted language learning techniques. Highlighting a range of perspectives on topics such as intercultural competence, student engagement, and online learning, this case book is ideally designed for educators, researchers, academics, practitioners, and professionals interested in the application of audio-visual media in contemporary teaching practices.

Literacy for the New Millennium
Handbook of Writing, Literacies, and Education in Digital Cultures
Threshold Concepts on the Edge
Investigating Digital Texts and Practices
Critical CALL – Proceedings of the 2015 EUROCALL Conference, Padova, Italy
Multilingualism Online

Situated at the intersection of two of the most important areas in educational research today — literacy and technology — this handbook draws on the potential of each while carving out important new territory. It provides leadership for this newly emerging field, directing scholars to the major issues, theoretical perspectives, and interdisciplinary research pertaining to new literacies. Reviews of research are organized into six sections: Methodologies Knowledge and Inquiry Communication Popular Culture, Community, and Citizenship: Everyday Literacies Instructional Practices and Assessment Multiple Perspectives on New Literacies Research FEATURES Brings together a diverse international team of editors and chapter authors Provides an extensive collection of research reviews in a critical area of educational research Makes visible the multiple perspectives and theoretical frames that currently drive work in new literacies Establishes important space for the emerging field of new literacies research Includes a unique Commentary section: The final section of the Handbook reprints five central research studies. Each is reviewed by two prominent researchers from their individual, and different, theoretical position. This provides the field with a sense of how diverse lenses can be brought to bear on research as well as the benefits that accrue from doing so. It also provides models of critical review for new scholars and demonstrates how one might bring multiple perspectives to the study of an area as complex as new literacies research. The Handbook of Research on New Literacies is intended for the literacy research community, broadly conceived, including scholars and students from the traditional reading and writing research communities in education and educational psychology as well as those from information science, cognitive science, psychology, sociolinguistics, computer mediated communication, and other related areas that find literacy to be an important area of investigation.

The Handbook of Informal Language Learning
Digital Genres in Academic Knowledge Production and Communication
Public Speaking and the New Oratory
Comunicación especializada y divulgación en la red
Beyond the Classroom
Beyond the Language Classroom