The use of information and communication technologies (ICTs) in education has revolutionized learning. Shifting beyond traditional mode of education, the integration of ICTs has become an advantage for students at tertiary education when used for the right purpose to enhance learning. The use of technology brings forth a flexible and accessible mode of education and bridges the gap of learning across borders. This enables students at tertiary level to have access to other universities and academic resource materials globally, thereby expanding their knowledge. Thus, it is crucial to consider the development of technology in education as part of a comprehensive pedagogical framework and take into account new developments in ICTs. ICT-Based Assessment, Methods, and Programs in Tertiary Education is an essential research publication that provides relevant theoretical frameworks and recent empirical research findings on integrating ICTs in tertiary education to enhance learning and allow students to take more control of their learning. Highlighting topics such as assessment, language learning, and e-learning, this book is ideal for teachers, professionals, academicians, researchers, administrators, curriculum designers, instructional designers, and students.

The aptitude to write well is increasingly becoming a vital element that students need to succeed in college and their future careers. Students must be equipped with competent writing skills as colleges and jobs base the acceptance of students and workers on the quality of their writing. This situation captures the complexity of the fact that writing represents higher intellectual skills and leads to a higher rate of selection. Therefore, it is imperative that best strategies for teaching writing speakers of other languages is imparted to provide insights to teachers who can better prepare their students for future accomplishments. Futuristic and Linguistic Perspectives on Teaching Writing to Second Language Students examines the theoretical and practical implications that should be put in place for second language writers and offers critical futuristic and linguistic perspectives on teaching writing to speakers of other languages. Highlighting such topics as EFL, ESL, composition, digital storytelling, and forming identity, this book is ideal for second language teachers and writing instructors, as well as academics, professionals, researchers, and students working in the field of language and linguistics.

This book uncovers the important issues in language learning and teaching in the intelligent, digital era. Social connectivity is a contemporary style of learning and living. By engaging in the connectivity of physical and digital worlds, how essential parts of language learning and teaching can be achieved? How can the advanced technologies, such as virtual reality and artificial intelligence, be used to solve the problems encountered by language learners? To answer the above-mentioned question, plenty of inspiring studies are included in the book. It is a platform of exchange for researchers, educators, and practitioners on the theory and/or application of state-of-the-art uses of technology to enhance language learning.

Transmedia storytelling is defined as a process where integral elements of fiction get dispersed systematically across multiple delivery channels to create a unified and coordinated entertainment experience. This process and its narrative models have had an increasing influence on the academic world in addressing both theoretical and practical dimensions of transmedia storytelling. The Handbook of Research on Transmedia Storytelling and Narrative Strategies is a critical scholarly resource that explores the connections between consumers of media content and information parts that come from multimedia platforms, as well as the concepts of narration and narrative styles. Featuring coverage on a wide range of topics such as augmented reality, digital society, and marketing strategies, this book explores narration as a method of relating to consumers. This book is ideal for advertising professionals, creative directors, academicians, scriptwriters, researchers, and upper-level graduate students seeking current research on narrative marketing strategies.

The growing interest in working with media, particularly the new digital media, in the EFL classroom is reflected in the ten articles of this volume. Their focus is specifically on "traditional" visual media such as films and video clips, but also on blogs, podcasts, digital storytelling, hyperfictions, Internet projects, creating learner software, etc. As the articles either explicitly or implicitly indicate, these new media formats are suitable for integration into current action- or task-based teaching forms. All articles aim to foster nuanced judgments on literature, culture, and popular media in the US. The media discussed here mirror the multiplicity of voices within the US, indicating the tremendous variety of cultural and political positions. They undermine lopsided and biased attitudes toward American mass media, forcing the learner to discuss critical positions within the US and to modify stereotypical media judgements.

This book draws on theories of second language acquisition (SLA) to illustrate how interactive white board technology can be exploited to support language acquisition. It examines interaction, collaboration, and negotiation of meaning and focus on form in the communicative language classroom in primary, secondary, and vocational schools. In recent years new technologies have been incorporated into second and foreign language education as tools for implementing teaching methodologies. IWBS have established their role in the field of computer-assisted language learning (CALL) and are an effective and inspiring tool which motivates both teachers and learners. Although the number of IWBS in classrooms has rapidly increased over the past decade in many parts of the world, teacher training materials and pedagogical support for the design, evaluation and implementation of IWB-based materials in the foreign language classroom has not kept pace. Research also shows that language teachers do not always use IWBS in pedagogically sound ways. There is a real need for the development of training models and examples of good practice which can support teachers in developing the necessary competencies for exploiting the IWB in ways consistent with current theories of language teaching pedagogy. This book provides that best practice and gives a full account of in-depth research in an accessible manner.

The demands of today's society for greater specialization have brought about a profound transformation in the humanities, which are not immune to the competitive pressure to meet new challenges that are present in other sectors. Thus, lecturers and researchers in modern languages and applied linguistics departments have made great efforts to design syllabi and materials more attuned to the competences and requirements of potential working environments. At the same time, linguists have attempted to apply their expertise in wider areas, creating research institutes that focus on applying language and linguistics in different contexts and offering linguistic services to society as a whole. This book attempts to provide a global view of the multiple voices involved in interdisciplinary research and innovative proposals in teaching specialized languages while offering contributions that attempt to fill the demands of a varied scope of disciplines such as the sciences, professions, or educational settings. The chapters in this book are made up of current research on these themes: discourse analysis in academic and professional genres, specialized translation, lexicology and terminology, and ICT research and teaching of specialized languages.
The 26th EUROCALL conference was organised by the University of Jyväskylä (JYU) Language Campus and specifically the Language Centre. The theme of this year’s conference was ‘Future-proof CALL: language learning as exploration and encounters’, which reflects an attempt to envision language teaching and learning futures in a changing world. What brought researchers together this year are shared concerns in relation to the sustainability of language learning and teaching in technology-rich contexts that are marked by ever-increasing complexity.

The collection of short papers in this volume is a very thorough view into the conference proper exhibiting the complexity and novelty of the field of CALL. There are exciting new openings and a more profound exploration of theoretical underpinnings of the contemporary issues in teaching and learning, cross-cultural communication, mobile learning and the like.

The latest advances and trends in technology have enabled rapid development in the field of language education. Students and teachers alike now benefit from the assistance of various technological innovations, thus increasing the overall effectiveness of the curriculum. The Handbook of Research on Individual Differences in Computer-Assisted Language Learning addresses the implementation of current research methodologies within EFL and ESL classroom settings and the variety of modifications employed by language experts. Focusing on quantitative, qualitative, and mixed methods studies, this book is an essential reference source for applied linguists, CALL researchers, language teachers, and upper-level students within the field of foreign language education.

The purpose of this mixed method research study is to investigate the educational effects of digital storytelling as a communicative language learning strategy in an EFL elementary school class in Korea. In order to find out the benefits and challenges of digital storytelling in EFL class, this study was conducted for 12 weeks in a rural elementary school. Digital storytelling was selected and utilized in the after-school English class, as main teaching and learning tool. Guiding research questions were 1) what are the potential benefits and challenges of digital storytelling for young EFL learners when it is employed in a rural context as a language learning activity? i.e.) the change of motivation, reading, writing, listening, speaking ability, and 2) What does the English teacher find to be benefits and challenges of using a digital storytelling as pedagogical strategies in Korean EFL classroom? In order to answer those questions, a survey questionnaire on students’ learning attitude was distributed, and pre- and post-test were employed to investigate the difference in terms of the ability of reading, writing, listening and speaking over time. In addition, student’s reflective self-evaluation log, teacher’s lecture report, classroom observation and in/formal interviews with focal students and the teacher were also collected to figure out the factors which gave an influence to students and the teacher. Both quantitative and qualitative data were collected and analyzed based on the characteristics of each data set. The quantitative data results indicated that students show overall improvement in academic performance in terms of reading, writing, listening and speaking. In addition to English proficiency, the learning attitude and motivation toward English learning was elevated, followed by the increase of their critical, creative thinking, and digital literacy skills. The other results of qualitative data highlighted that the English teacher and students were satisfied with the learning experience with digital storytelling in that it played a key role in motivating the learning process and was an effective tool for active learning. To sum up, it seems clear that the digital storytelling activity, as integrated instructional strategy has the potential to shed light on helping EFL learners in a rural school to develop English skills as well as to change their learning attitude toward studying English. In addition, digital storytelling also increased skills other than academic skills related to learning English, and it also helped to improve students’ communicative ability, encouraging their collaboration, motivation and creativity to be heightened.

This book combines several perspectives on the steps the Finnish educational system has taken to provide students with the skills and competences needed for living in today’s society and in the future. The ecosystem is used as a metaphor for the educational system. The Finnish system aims to achieve sustainable education by ensuring that the system is simultaneously interconnected and open to transformations. The book describes how a flexible curriculum system is succeeding without the pressures of high-stake testing. It also illustrates how the ongoing curriculum reform of the basic education is working. The book brings together knowledge gained in schools through the cooperation of researchers, teachers, school principals, the public sector, and private companies. The book presents case studies of technology integration aimed at crossing boundaries in formal and informal learning settings, locally and globally. The contributors address 21st-century needs and requirements through learner-driven knowledge creation, collaboration, networking, and digital literacies. It opens new scenarios of how to apply digital storytelling and games connecting fun, motivation, and learning. The strong message is that, through collaboration and networking, we can create an educational ecosystem that supports different learners.

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.

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.

Fact is that commercial computer games play an extensive role in young people's lives, today. According to a recent study, 62 % of German teenagers play computer games at least once a week. This development led many researchers, school leaders and teachers to the question in how far games can be used to engage young people and support their learning inside the classroom. These considerations have been supported by various studies, showing that computer games can enhance various cognitive skills such as the ability of concentration, stamina, tactical aptness, anticipatory thinking, orientation in virtual spaces, and deductive reasoning. Since then, few research projects have launched which examine digital game based learning (i.e. the learning with the help of computer games), both on a theoretical and empirical level. This study approaches the subject of digital game based learning in the EFL classroom from three different angles: Firstly, a scientific perspective will be adopted. The principles of the design and construction of games and game worlds will be examined. Secondly, the subject of the psychological effects of games on the player will be broached. Thirdly and as the main point, the didactic potential of computer games will be explored in detail. The author presents ways of integrating games into teaching units, and further, the abilities and competences that can be enhanced by the use of digital games. Moreover, particular challenges and problems will be identified that arise when the use of a digital game in class is planned.

Mobile Assisted Learning emerged from Computer Assisted Learning, with researchers extending computer-based activities to mobile platforms, but differs from the latter in many ways. First, it is obviously mobile, but, second, smartphones have converged many features and software that were previously accessible through a range of digital tools. Thirdly, Mobile Assisted Learning allows interaction with social media. Educators are well-advised to consider smartphone video-based learning and to understand the many possibilities it affords. This book provides an account of the integration of smartphone video recording in the language classroom. It outlines and reports on the implementation process and the practical issues related to this learning method. Using simple digital storytelling, and mini-documentary filmmaking, students are able to learn to speak in a foreign language, while at the same time exploring and experimenting with video production. As such, this book will take readers on a journey through various educational concepts that enhance the formulation of a smartphone based learning approach, as well as suggesting that digital video production is not just a task, it is a 21st century skill necessary for all academics and learners.

Unplugging the Classroom: Teaching with Technologies to Promote Students' Lifelong Learning provides techniques to help teaching and learning in an age where technology untethers instruction from the classroom, from semester seat-time, and from a single source of expertise. The book brings together researchers and practitioners from diverse academic fields, including library perspectives, and presents interdisciplinary discussions from both theoretical and applied areas. It is unique in its goal of bringing educators and librarians together to explore the challenges that are faced by students and faculty in any time, any place, any path, and any pace learning. In spite of the fact that the mobile revolution has definitively arrived, students and faculty alike aren’t ready to make the leap to mobile learning. The pressures of technological advances, along with the changing nature of learning, will demand increasingly profound changes in education. Researchers have begun to address this issue, but the revolution in mobile communication has not been accompanied by a concomitant growth in pedagogical resources for educators and students. More importantly, such growth needs to be under-girded by sound learning theories and examples of best practice. Provides a hands-on resource useful to both novices and experts for technology-enabled teaching and learning Gives both discipline-specific and cross-disciplinary perspectives Discusses discipline-specific mobile applications Offers an opportunity to meet the needs of contemporary learners and foster their competencies as lifelong learners Addresses emerging issues in technology and pedagogy

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 modal 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 book 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.

The ongoing digitalization of social environments and personal lifeworlds has made it crucial to pinpoint the possibilities of digital teaching and learning also in the context of English language education. This book offers university students, trainee teachers, in-service teachers and teacher educators an in-depth exploration of the intricate relationship between English language education and digital teaching and learning. Located at the intersection of research, theory and teaching practice, it thoroughly legitimizes the use of digital media in English language education and provides concrete scenarios for their
Recent innovations and new technologies in education have altered the way teachers approach instruction and learning and can provide countless advantages. The pedagogical value of specific technology tools and the cumulative effects of technology exposure on student learning over time are two areas that need to be explored to better determine the improvements needed in the modern classroom. Advanced Methodologies and Technologies in Modern Education Delivery provides emerging research on educational models in the continually improving classroom. While highlighting the challenges facing modern in-service and pre-service teachers when educating students, readers will learn information on new methods in curriculum development, instructional design, and learning assessments to implement within their classrooms. This book is a vital resource for pre-service and in-service teachers, teacher education professionals, higher education administrative professionals, and researchers interested in new curriculum development.

Digital technologies are transforming economies and societies around the world. As such, markets demand new types of skills and competences that students must learn in order to be successful. IT and emerging technologies can be integrated into educational institutions to improve teaching methods and academic results as well as digital literacy. IT and the Development of Digital Skills and Competences in Education compiles critical research into one comprehensive reference source that explores the new demands of labor markets in the digital economy, how educational institutions can respond to these new opportunities and threats, the development of new teaching and learning methods, and the development of digital skills and competences. Through new theories, research findings, and case studies, the book seeks to incite new perspectives to understandings of the challenges and opportunities of the utilization of IT in the education sector around the world. Due to innovative topics that include digital competence, disruptive technologies, and digital transformation, this book is an ideal reference for academicians, directors of schools, vice-chancellors, education and IT experts, CEOs, policymakers in the field of education and IT, researchers, and students.

The theme selected for the 2019 EuroCALL conference held in Louvain-la-Neuve was ‘CALL and complexity’. As languages are known to be intrinsically and linguistically complex, as are the many determinants of learning (additional) languages, complexity is viewed as a challenge to be embraced collectively. The 2019 conference allowed us to pay tribute to providers of CALL solutions and to recognize the complexity of their task. We hope you will enjoy reading this volume as it offers a rich glimpse into the numerous debates that took place during EuroCALL 2019. We look forward to continuing those debates and discussions with you at the next EuroCALL conferences!

Now fully updated to reflect recent changes in the curriculum, Computing and ICT in the Primary School encourages teachers, and pupils, to realise the potential of a full range of ICT and computing resources. Tackling computing head on, this book enables trainee and experienced teachers to better understand what computing is and how to use ICT effectively in teaching and learning. It is not a ‘how to’ guide or a collection of lesson plans, but instead balances research-based theory with everyday experiences, challenging readers to understand teaching methods and how they translate into a range of suitable teaching and learning strategies using ICT. This book offers primary teachers the knowledge, skills and confidence to plan, teach and assess creatively to enhance learning across the whole curriculum. This second edition includes updates of all chapters and completely new chapters on: • mobile technologies • social media, and • modern foreign languages. Gary Beauchamp places theory and practice hand in hand, providing a uniquely relevant resource based on his own teaching practice, classroom experience and research. This text is crucial reading for both serving teachers and those in training on undergraduate and PGCE courses, Education Studies courses and MA (Ed) programmes.

This book offers an insight into the 21st century teaching and learning of English in Asia. Despite English being widely recognized as a lingua franca in this era of globalization, the general EFL proficiency of graduates from high schools and even universities in most Asian countries are still below the expectations of policymakers. Given the critical role English will play in the globalized world, this review and examination of the current state of English education in Asia is both important and timely. This book consists of ten chapters from ten different Asian countries, including the Russian Far East. The scope of the book allows EFL students, researchers and teachers to gain perspectives on many of the significant current issues, expectations, and challenges in the teaching and learning of English faced by Asia in the 21st century.

Seminar paper from the year 2020 in the subject Didactics - English - Miscellaneous, grade: 1.0, University of Frankfurt (Main), course: Digital Media in the EFL classroom, language: English, abstract: How can the two fields of English as a foreign language, further referred to as EFL, and the usage of Digital Technologies (DT) in school be possibly combined and why should there be a correlation between learning English and using DT? In the following paper, this question will be investigated carefully. After that, there will also be an example of a concrete lesson in the EFL classroom using DT and in the end there will be a reflection of this seminar. The KIM study 2018 shows that out of 1,231 participants in the age of 6 to 13, 98% have access to the internet and 97% of them own a smartphone. This means, that nearly everybody is in daily contact with Digital Media, even children in primary school. First of all, there needs to be a differentiation between Digital Media and Digital Technology. The term Digital Media includes created products and the digital tools which were used to produce them, while it also includes the transport of information. Digital Technologies is a more generic term which includes everything covered by Digital Media. Therefore, Digital Technologies are composed by digital devices like tablets, computers or smartphones as well as digital resources, which provide information of any kind in a digital format. That is why in the following it will only be referred to the term of Digital Technologies and not Digital Media. Just like Digital Technologies, in the following described as DT, the English language plays an important role in many people's lives as well. English is not only the language spoken by the most people all over the world but also the one which is geographically distributed most widely. In most of these countries, English is the official language, while in other countries it is used for educational or business purposes. Because of its importance, it is crucial for young students to learn English as a foreign language in school. Before reaching the age of 10, a time frame which is called "window of opportunity" emerges, in which children tend to be most receptive regarding language learning. Through English lessons in primary school, the school system uses this opportunity. According to Maras and Ametsbichler the English lessons should follow a competence orientation, which means that it should provide many opportunities to foster competencies like listening, speaking, reading, writing, speech acting, method related competencies as well as intercultural competencies. The Conference for E-Democracy and Open Government (CeDEM) brings together experts from academia, public authorities, developers and practitioners. The CeDEM proceedings present the essence of academic and practical knowledge on e-democracy and open government. The reflections, the workshops and the PhD papers found in these proceedings reveal the newest developments, trends, tools and procedures, and show the many ways that these impact society and Democracy. Population diversity is becoming more prevalent globally with increasing immigration, emigration, and refugee placement. These circumstances increase the likelihood that a child will be raised
speaking a different language in the home than the common language used in each country. This necessitates the development of comprehensive strategies that promote second language learning through the adoption of new technological advancements. New Technological Applications for Foreign and Second Language Learning and Teaching is a scholarly publication that explores how the latest technologies have the potential to engage foreign and second language learners both within and outside the language classroom and to facilitate language learning and teaching in the target language. Highlighting a range of topics such as learning analytics, digital games, and telecollaboration, this book is ideal for teachers, instructional designers, curriculum developers, IT consultants, educational software developers, language learning specialists, academics, administrators, professionals, researchers, and students.

Literacy has traditionally been associated with the linguistic and functional ability to read and write. Although literacy, as a fundamental issue in education, has received abundant attention in the last few decades, most publications to date have focused on monolingual classrooms. Language teacher educators have a responsibility to prepare teachers to be culturally responsive and flexible so they can adapt to the range of settings and variety of learners they will encounter in their careers while also bravely questioning the assumptions they are encountering about multilingual literacy development and instruction. The Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms is an essential scholarly publication that explores the multifaceted nature of literacy development across the lifespan in a range of multilingual contexts. Recognizing that literacy instruction in contemporary language classrooms serving diverse student populations must go beyond developing reading and writing abilities, this book sets out to explore a wide range of literacy dimensions. It offers unique perspectives through a critical reflection on issues related to power, ownership, identity, and the social construction of literacy in multilingual societies. As a resource for use in language teacher preparation programs globally, this book will provide a range of theoretical and practical perspectives while creating space for pre- and in-service teachers to grapple with the ideas in light of their respective contexts. The book will also provide valuable insights to instructional designers, curriculum developers, linguists, professionals, academics, administrators, researchers, and students.

This book offers a comprehensive view of multimodal composing and literacies in multilingual contexts for ESL and EFL education in United States of America and globally. It illustrates the current state of multimodal composing and literacies, with an emphasis on English learners' language and literacy development. The book addresses issues concerning multilinguals' multimodal composing and reflects on what the nexus of multimodality, writing development, and multilingual education entails for future research. It provides research-driven and practice-oriented perspectives of multilinguals' multimodal composing, drawing on empirical data from classroom contexts to elucidate aspects of multimodal composing from a range of theoretical perspectives such as multimodalities, systemic functional linguistics, and social semiotics. This book bridges the gap among theory, research, and practice in TESOL and applied linguistics. It serves as a useful resource for scholars and teacher educators in the areas of applied linguistics, second language studies, TESOL, and language education.

Education has undergone numerous radical changes as the digital era has transformed the way we as humans communicate, inform ourselves, purchase goods, and perform other mundane chores at home and at work. Social media is one of those phenomena that has affected not only society at large but has heavily influenced educational processes around the world. The demand for and availability of networked educational services have also increased, enabling online education to gain popularity and become an internationally accessible option. Furthermore, universities and other private higher educational institutions embrace digital technology and have adopted the new learning medium as they realize the prospects of having the world's population as a potential source of revenue. A related phenomenon has been the proliferation of massive open online courses (MOOCs). These have changed the ways in which learners interact with educational institutions, professors, and with each other. At the same time, the upsurge in digital education has raised issues with language as online learners from all over the world and from a plethora of cultures and foreign languages have found themselves challenged to take full advantage and optimally benefit from the same educational media and resources that English-speaking counterparts have tapped into. Digital Pedagogies and the Transformation of Language Education will answer questions of how to optimize language learning in such a new era and what the educational, sociological, and technological dimensions of radical change are. The book will explore the different challenges and the multitude of opportunities that new and transformative pedagogies have enabled. Beyond teaching/learning practices being presented, this book also focuses on how learners will adjust to the technology and the readiness of practitioners to psychologically adjust to the changing and demanding technology has unleashed. The chapters provide international experiences and perspectives on the impact of e-educational technologies on student experience, success, learning, and comprehension in the realm of language learning specifically. This book is essential for educational technologists, online instructional designers, education policymakers and administrators, curriculum developers, practitioners, stakeholders, researchers, academics, and students who are interested in digital language pedagogies.

"This book combines practical and effective classroom practices with the latest technological research findings utilized in literacy instruction"--Provided by publisher.

This book discusses and assesses the latest trends in the interactive mobile field, and presents the outcomes of the 12th International Conference on Interactive Mobile Communication Technologies and Learning (IMCL2018), which was held in Hamilton, Canada on October 11 and 12, 2018. Today, interactive mobile technologies are at the core of many – if not all – fields of society. Not only does the younger generation of students expect a mobile working and learning environment, but also the new ideas, technologies and solutions coming out practically every day are further strengthening this trend. Since its inception in 2006, the conference has been devoted to highlighting new approaches in interactive mobile technologies with a focus on learning. The IMCL conferences have since established themselves as a valuable forum for exchanging and discussing new research results and relevant trends, as well as practical experience and best-practice examples. This book contains papers in the fields of: Interactive Collaborative Mobile Learning Environments Mobile Health Care Training Game-based Learning Design of Internet of Things (IoT) Devices and Applications Assessment and Quality in Mobile Learning. Its potential readership includes policymakers, educators and researchers in pedagogy and learning theory, schoolteachers, the learning industry, further education lecturers, etc.

Fostering Students' Intercultural Competence in an EFL ClassroomA Case Study of Students' Perceptions on Digital StorytellingExperiencing Digital StorytellingJPM Ediciones Motivation is an important factor in and for all education levels. However, as learners in online distance education milieus are away from both teachers, other learners, and the learning environments physically, this concept becomes more important for online education. Motivating learners in distance education and keeping their motivation alive

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throughout the learning process is an issue that should be emphasized and taken care of for teachers and instructional designers. At this point, although there are many approaches, models, and theories regarding enhancing and sustaining motivation and engagement in the education processes, it is seen that there is not enough work and/or effective and efficient strategies that can be applied in online distance learning environments. Motivation, Volition, and Engagement in Online Distance Learning evaluates motivational obstacles in online distance education both theoretically and practically, identifies the strengths and weaknesses of the online education environments regarding motivation, and provides actionable motivational and volitional strategies for online educators. This book offers coverage of topics such as learning theories, motivation research, and synchronous online learning environments, making it a valuable resource for researchers, professionals, decision makers, institutions in all education levels, academicians, pre-service teachers, and most importantly, online educators from various disciplines and learners from all educational landscapes.

Transliteracy in Complex Information Environments considers this relatively new concept, which has attracted a great deal of interest in the library and information field, particularly among practitioners. The notion of transliteracy arises in the context of increasingly complex information and communication environments characterised by multimodality and new roles of creators and consumers. Transliteracy concerns the ability to apply and transfer a range of skills and contextual insights to a variety of settings. Rather than focusing on any one skillset or technology, transliteracy is about fluidity of movement across a range of contexts. This book is concerned with processes of learning and knowledge creation. An understanding of transliteracy emerges from research data gathered in university and high school settings. Transliteracy is considered in relation to other literacies as an overarching framework. Applications in education and lifelong learning are discussed. Social aspects of transliteracy are considered in relation to academic cultures and broader social trends, particularly hybrid cultures. Provides an overarching model of transliteracy based on the well-established information literacy. Relates to a number of professional and academic fields, such as library and information, education, communication, media, and cultural studies. Integrates both professional and academic perspectives.

This edited book uses the concept of diversity in child foreign language education as a major organizing principle. Since a foreign language, most typically English, is taught globally to an increasing number of children, the variability in the process and varied learning outcomes are inescapable phenomena. This book has been constructed on the premise that heterogeneity, first, concerns young language learners, who due to the disparity in the pace of development need appropriately tailored educational solutions, and, second, it refers to a diversity of contexts in which learning takes place. The contexts can be defined on a macroscale (e.g. different countries), mesoscale (e.g. different institutions), and microscale (e.g. specific learner groups). The book consists of four thematic strands. In Part One the learner-internal causes of heterogeneity of young language learners are clarified. Part Two presents a sample of classroom studies in which learner variables, such as gender, learner preferences, and special needs are taken into account. Part Three looks at teaching materials and how they meet learners' needs. Finally, Part Four highlights diversity issues that teachers should be prepared to face. Most technologies have been harnessed to enable educators to conduct their business remotely. However, the social context of technology as a mediating factor needs to be examined to address the perceptions of barriers to learning due to the lack of social interaction between a teacher and a learner in such a setting. Developing Technology Mediation in Learning Environments is an essential reference source that widens the scene of STEM education with an all-encompassing approach to technology-mediated learning, establishing a context for technology as a mediating factor in education. Featuring research on topics such as distance education, digital storytelling, and mobile learning, this book is ideally designed for teachers, IT consultants, educational software developers, researchers, administrators, and professionals seeking coverage on developing digital skills and professional knowledge using technology.

Seminar paper from the year 2019 in the subject English Language and Literature Studies - Other, grade: 2.3, University of Hannover, language: English, abstract: The animated graphic novel "The Boat" that was created in 2015 by SBS and Matt Huynh tells the story of 16-year-old Mai who is a Vietnamese refugee at the end of the Vietnam War. It is based on the short story The Boat by Nam Le. The reader follows her as she is escaping the country by a boat towards Australia. As The Boat belongs to the category of digital literature, the story is enhanced with audiovisual content. This paper aims to analyze the story in order to either validate or negate the thesis whether the actual boat in The Boat is metaphorically paralleling the emotional turmoil a refugee is experiencing when escaping their country.

Nearly half a century has passed since Hymes proposed the concept of communicative competence to describe the knowledge and skills required for the appropriate use of language in a social context. During these decades, a number of scholars have applied and refined this concept. In language education, communicative competence has been identified as a major objective of learning. This book will inform readers about communicative competence as a highly complex construct encompassing an array of sub-compencies such as linguistic skills and proficiencies, knowledge of socio-cultural and socio-pragmatic codes, and the ability to engage in textual and conversational discourse. Findings from research in related disciplines have pointed to the significance of factors that can contribute to the attainment of communicative competence. Various teaching practices and relevant Information and Communication Technology (ICT) tools will be also introduced and discussed to achieve communicative competence as a complex ability. It is a timely contribution to current research on key areas in the teaching, learning and acquisition of second/foreign languages.

While assessment and feedback tend to be treated separately in the L2 writing literature, this book brings together these two essential topics and examines how effective classroom assessment and feedback can provide a solid foundation for the successful teaching and learning of writing. Drawing upon current educational and L2 writing theories
and research, the book is the first to address writing assessment and feedback in L2 primary and secondary classrooms, providing a comprehensive, up-to-date review of key issues, such as assessment for learning, assessment as learning, teacher feedback, peer feedback, portfolio assessment, and technology enhanced classroom writing assessment and feedback. The book concludes with a chapter on classroom assessment literacy for L2 writing teachers, outlines its critical components and underscores the importance of teachers undertaking continuing professional development to enhance their classroom assessment literacy. Written in an accessible style, the book provides a practical and valuable resource for L2 writing teachers to promote student writing, and for teacher educators to deliver effective classroom writing assessment and feedback training. Though the target audience is school teachers, L2 writing instructors in any context will benefit from the thorough and useful treatment of classroom assessment and feedback in the book.