

Digital Genres, New Literacies and Autonomy in Language Learning

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Digital Genres New Literacies And Autonomy In Language Learning

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Digital Genres New Literacies And Autonomy In Language Learning:

Digital Genres, New Literacies and Autonomy in Language Learning María José Luzón, M^a Noelia Ruiz-Madrid, María Luisa Villanueva, 2010-07-12 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

Digital Games in Language Learning and Teaching Hayo Reinders, 2012-06-12 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

[Autonomy and Foreign Language Learning in a Virtual Learning Environment](#) Miranda Hamilton, 2013-06-13 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

Virtual Exchange for Intercultural Language Learning and Teaching Anthippi Potolia, Martine Derivry-Plard, 2022-09-19 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

Language Education in Digital Spaces: Perspectives on Autonomy and Interaction Carolin Fuchs, Mirjam Hauck, Melinda Dooley, 2021-09-09 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

Beyond the Language Classroom P. Benson, H. Reinders, 2011-07-27 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

Assessing the Effectiveness of Virtual Technologies in Foreign and Second Language Instruction Kruk, Mariusz, 2018-12-21 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 Key Concepts in Online

Learning: A Comprehensive Guide for Pre-service and In-service Teachers Serpil UCAR, Elham ZARFSAZ, 2023-01-12

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AND TOOLS FOR WORKING COLLABORATIVELY AND INDEPENDENTLY Yeliz YAZICI DEM R *Working with*

Multimodality Jennifer Rowsell, 2013 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 **Cases on Audio-Visual Media in Language Education** Xiang, Catherine Hua, 2017-07-13 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

Multilingualism Online Carmen Lee, 2016-09-13 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 *Teenagers' Everyday Literacy Practices in English* Anastasia

Rothoni, 2019-12-16 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 Cross-Cultural Perspectives on

Technology-Enhanced Language Learning Tafazoli, Dara, Gomez Parra, M. Elena, Huertas-Abril, Cristina A., 2018-06-08 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 *Autonomous Language Learning with Technology* Chun Lai,2017-06-29 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 *Language Online* David Barton,Carmen Lee,2013-04-17 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 Optimizing Online English Language Learning and Teaching Maria-del-Mar Suárez, Walaa M. El-Henawy, 2023-04-14 This book focuses on English as a Foreign Language EFL and provides advice on how to approach EFL teaching in the online context Coronavirus has accelerated e learning significantly and has highlighted the need of appropriate web tools that will allow teachers to present their material either synchronously or asynchronously while also adequately assess their students At the same time there is a need of tools that can engage the students and motivate them to actively participate in the lesson With e learning being a rather new challenge for both teachers and students this book provides research and practice based chapters with strategies techniques approaches and methods which have proven to be successful in e learning environments maximizing their impact Apart from presenting research results with strong pedagogical implications on online or blended English language learning and teaching the book also trains educators on utilizing online tools and managing online learning environments and platforms

Insights into Autonomy and Technology in Language Teaching Chun Lai, 2023-03-08 Drawing on the literature and research findings from relevant research fields including educational technology educational psychology adult and workplace learning and language education this book gives an overview of the relationship of learner and teacher autonomy and technology in language teaching It discusses how technology both benefits and constrains autonomy and how a positive interaction between the two could be fostered It underscores a critical perspective in understanding their relationships and a holistic approach to boosting a positive reciprocal relationship between the two **Greek in Minoritized Contexts**

Matthew John Hadodo, Petros Karatsareas, Elena Ioannidou, 2024-12-05 This volume examines constructions of Greekness and Greek speakerhood in geographical and sociohistorical contexts where Greek speakers are minoritised and Greek is not hegemonic Authors explore the sociolinguistic outcomes that arise from minoritisation distant and more recent history migration and the proliferation of digital technologies for communication in the 21st century Set against the backdrops of Albania Australia Canada Cyprus Sweden Turkey and the UK the volume chapters consider the manifestations conceptualisations and negotiations of linguistic authenticity the construction of identities and the impact of institutions such as Greek language schools as well as families on local sociolinguistic landscapes and dynamics Particular attention is given to the confrontations between competing language forms practices and repertoires resulting from the contact between standardised and non standardised varieties of Greek as well as to communities that are distant from the influence of institutions where Standard Greek or other local Greek norms prevail The book is of interest to academic specialists and graduate students in sociolinguistics applied linguistics bi multilingualism diaspora studies linguistic anthropology linguistic ethnography social interaction language contact and language and culture with a special focus on Greek **The Routledge Handbook of Language Learning and Technology** Fiona Farr, Liam Murray, 2016-02-26 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

Threshold Concepts on the Edge Julie A. Timmermans, Ray Land, 2019-12-30 Since the first literature about the Threshold Concepts Framework was published in 2003 a considerable body of educational research into this topic has grown internationally across a wide range of disciplines and professional fields Successful negotiation of a threshold concept can be seen as crossing boundaries into new conceptual space or as a portal opening up new and previously inaccessible ways of thinking about something In this unfamiliar conceptual terrain fresh insights and perceptions come into view and access is gained to new discourses This frequently entails encounters with troublesome knowledge knowledge which provokes a liminal phase of transition in which new understandings must be integrated and importantly prior conceptions relinquished There is often double trouble in that letting go of a prevailing familiar view frequently involves a discomfiting change in the subjectivity of the learner We become what we know It is a space in which the learner might become stuck

Threshold Concepts on the Edge the fifth volume in a series on this subject discusses the new directions of this research Its six sections address issues that arise in relation to theoretical development liminal space ontological transformations curriculum interdisciplinarity and aspects of writing across learning thresholds

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