

Digital Genres, New Literacies and Autonomy in Language Learning

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Digital Genres New Literacies And Autonomy In Language Learning

P. Benson, H. Reinders



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

[The Routledge Handbook of English Language Teaching](#) Graham Hall, 2016-05-12 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

Key Concepts in Online Learning: A Comprehensive Guide for Pre-service and In-service Teachers Serpil UCAR, Elham ZARFSAZ, 2023-01-12 CHAPTER 1 AN OVERVIEW OF ONLINE LEARNING CHALLENGES AND PROSPECTS Ceren DO AN Bet 1 BAL GEZEG N CHAPTER 2 ASSESSMENT IN ONLINE LEARNING PRINCIPLES OF EFFECTIVE ONLINE EVALUATION Mustafa SIRAKAYA Ece LEVENTO LU CHAPTER 3

TEACHER STUDENT INTERPERSONAL RELATIONSHIP EFL LEARNERS MOTIVATION AND AUTONOMY IN ONLINE LEARNING Elham ZARFSAZ Serpil U AR CHAPTER 4 TEACHERS WELLBEING IN ONLINE COURSES Parisa YEGANEHPOUR CHAPTER 5 UNDERGRADUATE STUDENTS ACADEMIC SUCCESS IN ONLINE LEARNING ENVIRONMENTS THE ROLE OF SELF REGULATION Serpil U AR Elham ZARFSAZ CHAPTER 6 ACTIVITIES AND TOOLS FOR WORKING COLLABORATIVELY AND INDEPENDENTLY Yeliz YAZICI DEM R

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 Research Anthology on Virtual Environments and Building the Metaverse Management Association, Information Resources, 2022-12-19 With the advent of virtual environments and communities the metaverse has been rapidly expanding in recent years as businesses and industries have begun to see the value and opportunities this technology provides In order to ensure this technology is utilized to its full potential further study on the best practices challenges and future directions is required The Research Anthology on Virtual Environments and Building the Metaverse considers the latest research regarding the metaverse and discusses potential issues and benefits of the technology The book also examines strategies and tactics businesses and companies can use when implementing the metaverse into their operations Covering key topics such as immersion augmented reality and virtual worlds this major reference work is ideal for computer scientists business owners managers industry professionals researchers scholars academicians practitioners instructors and students

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

English in the Disciplines Christoph Hafner, Lindsay Miller, 2018-08-06 The context for the teaching and learning of English for specific disciplinary purposes is undergoing profound changes under the influence of

economic globalization and new digital communication technologies English in the Disciplines demonstrates how fundamental principles of ESP to tailor language learning materials to the needs of specific groups of learners can be adapted to new contexts of learning in the digital age Based on sustained research into students experiences in an ESP context in Hong Kong this volume provides an empirically grounded and practical methodology to ESP learning and course design and features mixed method case studies links between theory and practice with plentiful examples of teaching materials and learning activities recognition of the effect of new technologies and globalization on the practice of ESP highlighting problems and providing practical solutions a new pedagogical model for ESP course design addressing multiple dimensions relevant to today s ESP learners including learner autonomy genre multimodality and digital literacies plurilingual practices and project based learning and collaboration English in the Disciplines provides key reading for anyone studying and researching this topic

Computer-Assisted Foreign Language Teaching and Learning: Technological Advances Zou, Bin, 2013-01-31 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

Linguistics and Language Behavior Abstracts, 2008

Language, Autonomy and the New Learning Environments Douglas Allford, Norbert Pachler, 2007 The emergence of new learning environments technological and institutional implies a need for language understanding and autonomous learning What do they mean Why are they necessary How do they interrelate This book looks at these questions The authors consider mother tongue and second foreign language education in relation to language understanding which includes formal knowledge and an ability to use language communicatively and should cover the new literacies Autonomous language learning has been interpreted in various ways and setting language understanding as a goal allows some of these such as training models to be challenged and others endorsed Some implications of the information society for education are considered Learning increasingly takes place outside educational establishments and the authors examine changes from face to face teacher student interaction to mixed mode and distance learning The new environments create new possibilities such as knowledge construction through computer mediated interaction and learner autonomy in online networks and these are explored Throughout the book the centrality of the teacher s role is affirmed as educator and guide on autonomous second foreign language programmes and as a moderator of online discussions and a designer of online materials

Language Education in Digital Spaces: Perspectives on Autonomy and Interaction Carolin

Fuchs, Mirjam Hauck, Melinda Dooly, 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 *Autonomy in Language Learning and Teaching* Alice Chik, Naoko Aoki, Richard Smith, 2017-12-07 This book seeks to expand the research agendas on autonomy in language learning and teaching in diverse contexts by examining the present landscape of established studies identifying research gaps and providing practical future research directions Based on empirical studies it explores research agendas in five emerging domains language learning and teaching in developing countries social censure and teacher autonomy learner autonomy and groups learner autonomy and digital practice and finally learner autonomy and space In doing so it sheds new light on the impact of digital media group dynamics and the application of ecological perspectives on learner autonomy The contributors present a novel reconsideration of new learning affordances and their discussion of spatial dimensions provides much needed expansion in the field This book will have international appeal and provide an invaluable resource for students and scholars of second language learning and higher education as well as teacher educators Chapter 2 of this book is open access under a CC BY 4 0 license via https://link.springer.com/content/pdf/10.1057/9781137529985_2.pdf *The New Media Literacy Handbook* Dr. Cornelia Brunner, William Tally, 1999 A concise and comprehensive guide to the ever growing world of new media and new technology as well as a sourcebook for teachers seeking to harness these resources and bring them into the classroom From CD ROMs to the Internet to graphic design programs the vast array of new media products and information available to the average person can be overwhelming and confusing As media increasingly enter the classroom teachers are expected to help their students develop a set of critical skills that enable them to use and analyze media products for a variety of purposes to understand inform persuade and tell stories But what to use and where to begin Even if teachers have

access to these materials they are often at a loss as to how to make them a valuable part of their students learning experiences The New Media Literacy Handbook is an invaluable resource for educators seeking information on and guidance in navigating through the vast new media landscape The book has been designed to help teachers develop their own visual literacy skills become more sophisticated and reflective users of media in the classroom and in general and develop evaluation criteria for media products In addition to their overview and evaluation guide the authors provide information on how new media can be used in several academic disciplines language arts history science and art and specific products and Web sites to explore Clearly written with helpful exercises for teachers included in each chapter The New Media Literacy Handbook is an essential tool for today s educators [Annual Review of Applied Linguistics](#) ,2005 [Current Index to Journals in Education](#) ,2000 **Brave New Digital Classroom** Robert J. Blake,Gabriel Guillén,2020-02-20 Robert Blake now with Gabriel Guill n updates his successful book 1st ed 2008 2nd ed 2013 on how to teach foreign languages using technology Brave New Digital Classroom touches on all of the key concepts and challenges of teaching with technology focusing on issues specific to FLL or L2 learning and CALL Originally referred to as computer assisted language learning CALL has come to encompass any kind of learning that uses digital tools for language learning This edition reframes the conversation to account for how technology has been integrated into our lives Blake and Guill n address the ways technology can help with L2 how to choose the right digital tools how to use those tools effectively and how technology can impact literacy and identity The book is primed for use in graduate courses terminology is in bold and a comprehensive glossary is included each chapter finishes with a short list of references for further reading on the topic and discussion questions The authors provide short interview videos free via GUP website to enhance discussions on each chapter s topic [American Educational Research Association Annual Meeting Program](#) American Educational Research Association,2003

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 experiences. Youth, Identity, and Digital Media David Buckingham, 2008. The contributors explore how young people use digital media to share ideas and creativity and to participate in networks that are small and large, local and global, intimate and anonymous. They look at the emergence of new genres and forms from SMS and instant messaging to home pages, blogs, and social networking sites. They discuss such topics as girl power online, the generational digital divide, young people and mobile communication, and the appeal of the digital publics of MySpace, considering whether these media offer young people genuinely new forms of engagement, interaction, and communication. BOOK JACKET **Developmental Aspects of Text Production in Writing and Speech** Victoria Johansson, 2009

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