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~~Brave New Digital Classroom examines the most effective ways to utilize technology in language learning. The author deftly interweaves the latest results of pedagogical research with descriptions of the most successful computer-assisted language learning (CALL) projects to show how to implement technology in the foreign language curriculum to assist the second language acquisition process.~~

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Brave New Digital Classroom examines the most effective ways to utilize technology in language learning. The author deftly interweaves the latest results of pedagogical research with descriptions of the most successful computer-assisted language learning (CALL) projects to show how to implement technology in the foreign-language curriculum to assist the second language acquisition process. This fully updated second edition includes new chapters on the latest electronic resources, including gaming and social media, and discusses the realities and potential of distance learning for second language acquisition. The author examines the web, CALL applications, and computer-mediated communication (CMC), and suggests how the new technologically assisted curriculum will work for the foreign-language curriculum. Rather than advocating new technologies as a replacement for activities that can be done equally well with traditional processes, the author envisions a radical change as teachers rethink their strategies and develop their competence in the effective use of technology in language teaching and learning. Directed at all language teachers, from the elementary school to postsecondary levels, the book is ideal for graduate-level courses on second language pedagogy. It also serves as an invaluable reference for experienced researchers, CALL developers, department chairs, and administrators.

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Robert Blake, now with Gabriel Guillen, 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 of all kinds, focusing on issues specific to FLL or L2 learning. 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 book significantly updates and expands on the second edition reframing the conversation to account for the more integrated way technology is used in our lives. Starting at the beginning, Blake and Guillen ask, can technology help with L2? They then address the ways it can help, how to choose the right digital tools, how to use those tools effectively, finally expanding into a new area to explain how technology can impact literacy and identity. The book is primed for use in graduate courses. Key terminology is bolded and a comprehensive glossary is included. Each chapter finishes with a short list of references to consult for further reading on the topic and discussion questions. The authors will provide short interview videos (free via GUP website) to enhance discussions on the topics.

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"Brave New Digital Classroom" deftly interweaves results of pedagogical research and descriptions of the most successful computer-assisted language learning (CALL) projects to explore how technology can best be employed in the foreign-language curriculum to assist the second language acquisition process. Directed to all language teachers -- whether at the school or the postsecondary level, with or without prior experience -- this book focuses on how to use new technologies effectively. Blake urges teachers to move beyond a simple functional competence of knowing how to use the tools toward first a critical competence -- realizing what the various tools are good for -- and ultimately a rhetorical competence of knowing how the tools will help transform the learning environment. This book examines the effective use of a range of technologies, from Internet sites through computer-mediated communication such as synchronous chatting and blogs, to distance learning. At the end of each chapter questions and activities demonstrate the interactionist, learner-centered pedagogy Blake espouses. An invaluable reference for experienced researchers and CALL developers as well as those of limited experience, "Brave New Digital Classroom" is also ideal for graduate-level courses on second language pedagogy. It will also be of interest to department chairs and administrators seeking to develop and evaluate their own CALL programs.

Practical and detailed recommendations, based on research, for the development of language learning strategies for the four language skills, with case studies, models, etc.

Blended synchronous learning (BSL), where some students are present in a physical classroom while others participate online in real time, has been gaining momentum and shows great potential for teaching less commonly taught languages (LCTLs). In Teaching Languages in Blended Synchronous Learning Classrooms, Alba Girons and Nicholas Swinehart provide a concise overview of BSL as it pertains to language instruction. Topics include a number of key factors in the BSL classroom: □ types of BSL environments □ pedagogical considerations □ group dynamics □ creating and adapting activities □ common logistical challenges □ optimal space design □ technology selection, training, and support This practical guide will be of use to teachers, technology staff, and program administrators, all working together to implement successful BSL programs and ensure quality learning opportunities for every student.

An Introduction to Foreign Language Learning and Teaching provides an engaging, student-friendly guide to the field of foreign language learning and teaching. Aimed at students with no background in the area and taking a task-based approach, this book: introduces the theoretical and practical aspects of both learning and teaching; provides discussion and workshop activities throughout each chapter of the book, along with further reading and reflection tasks; deals with classroom- and task-based teaching, and covers lesson planning and testing, making the book suitable for use on practical training courses; analyses different learning styles and suggests strategies to improve language acquisition; includes examples from foreign language learning in Russian, French, and German, as well as English; is accompanied by a brand new companion website at www.routledge.com/cw/johnson, which contains additional material, exercises, and weblinks. Written by an experienced teacher and author, An Introduction to Foreign Language Learning and Teaching is essential reading for students beginning their study in the area, as well as teachers in training and those already working in the field.

Engaging Language Learners through CALL provides an updated overview of the field of computer-assisted language learning beginning with one chapter on the intersection of second language acquisition (SLA) research and CALL and another on online and hybrid language courses. The next eight chapters focus on the use of CALL for specific language skills or other learning goals and the volume concludes with a discussion of ways to evaluate courseware and apps. Each chapter contains preview questions, an overview of the most relevant and recent research, implications for teaching, assessment options, questions for reflection, case studies, and ideas for action research. While the fundamental lens for this volume is informed practice based on key theories and research, there are several themes that run throughout the chapters, including how technology creates unique learning opportunities and its ability to overcome constraints of time, space, and interlocutors, how CALL can facilitate the integration of applications originally developed for other purposes, and the high level of autonomous and student-centered activities that CALL provides. As these themes demonstrate, CALL provides an array of affordances and sometimes, challenges. It is our hope that this volume will continue to support readers in implementing a research-based CALL pedagogy and updating their practices as technology and research findings develop.

Our everyday lives are increasingly being lived through electronic media, which are changing our interactions and our

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In ways that we are only beginning to understand. In *Discourse 2.0: Language and New Media*, editors Deborah Tannen and Anna Marie Trester team up with top scholars in the field to shed light on the ways language is being used in, and shaped by, these new media contexts. Topics explored include: how Web 2.0 can be conceptualized and theorized; the role of English on the worldwide web; how use of social media such as Facebook and texting shape communication with family and friends; electronic discourse and assessment in educational and other settings; multimodality and the "participatory spectacle" in Web 2.0; asynchronicity and turn-taking; ways that we engage with technology including reading on-screen and on paper; and how all of these processes interplay with meaning-making. Students, professionals, and individuals will discover that *Discourse 2.0* offers a rich source of insight into these new forms of discourse that are pervasive in our lives.

Crossing political and departmental lines, the educational system is molding the minds of our children as a means to transform society. With examples from public school materials, Kjos shows how pagan spirituality is being taught in the classroom in subtle and overt ways and how parental influences are being undermined. Strong and informative, this could be the most important book a Christian parent will read.

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