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The role of teacher-developed materials in fostering english language skills

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Digital Storytelling

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 informal 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.

Digital Storytelling Guide for Educators

Harness digital storytelling as a powerful tool to teach traditional and 21st-century literacy skills to help...
students reach deeper understandings in all areas of the curriculum!

CALL for widening participation: short papers from EUROCALL 2020 The teaching of English in the Asian context is always challenging and dynamic because both teachers and learners have diverse linguistic and cultural backgrounds. Equally important, where English is not widely used outside the classroom, English language classrooms are an authentic site of learner engagement. For these reasons, for all those concerned with contemporary English language teaching (ELT) in Asia, Asian English Language Classrooms: Where Theory and Practice Meet, provides an account of theoretical orientations and practices in the teaching of English to multilingual speakers whose primary language is not English. While covering the fundamental ELT areas (e.g., the teaching of language skills, educational literature, the use of technology in ELT, the role of pragmatics in ELT, social psychology of the language classroom, and language classroom management) with which every language teacher and teacher trainer must be concerned, this volume showcases how particular orientations shape ELT practices. We believe that practicing English teachers must have a heightened awareness of the theory behind their practice. At the same time, the theoretical stance must be firmly anchored in actual classrooms. Containing newly commissioned chapters written by well-regarded and emerging scholars, this book will appeal not only to beginning teachers or teachers in training but also to established teachers around Asia where English is used as a lingua franca. If you are a student teacher of English or an English teacher who would like to see what other progressive teachers like you are doing across Asia, this is the book you have been looking for.

Media and American Studies in the EFL-Classroom Classrooms are increasingly multicultural in their social composition, and students are increasingly connected, through digital media, to local and global networks. However, pedagogy has failed to take full advantage of the opportunities these resources represent. Multilingual Digital Storytelling draws attention to the interfaces between learner engagement, creativity and critical digital literacy, as well as addressing the multilingual within the multiliteracies framework. Addressing a significant gap in the field of multiliteracies by focusing on multilingualism, this book explores new digital spaces for language learning and methods of extending understandings of youth literacy in an increasingly interconnected world. Drawing on innovative and multi-site research projects based in mainstream and community schools in London and overseas, this book discusses how young people become engaged creatively and critically with literacy by demonstrating how digital storytelling can be used as a tool for language development. The book begins by considering linguistic, cultural, cognitive and social dimensions of language learning from a theoretical perspective, whilst the second part focuses on practical case studies that reflect and illustrate these theoretical principles. Offering a powerful new perspective on multiliteracies pedagogy, Multilingual Digital Storytelling will appeal to researchers and academics in the fields of education, applied linguistics, sociology and youth and community studies. It will also be an invaluable resource for teachers, teacher educators, curriculum planners and policymakers.

Advanced Methodologies and Technologies in Modern Education Delivery This edited volume brings together large-scale research as well as case studies from a range of geographical contexts and represents a variety of educational settings involving second language learners and users. Its aim is to explore the interrelated issues of psychology and technology use in second language learning settings as well as in more autonomous environments. As language learning professionals continue to devote more time and attention to making various technological tools an integral part of the classroom, it is just as important to understand the influences that these tools have on the psychological state of the learners who use them. In consideration of this objective, the volume examines factors such as learner attitudes and motivation, emotion and behaviour, and the cognitive processes that are at play in the minds of the language users. This volume will be of interest not only to language teachers but also to researchers working in second language acquisition (SLA), applied linguistics, and educational psychology.

Future-proof CALL: language learning as exploration and encounters - short papers from EUROCALL 2018 Digital Storytelling in Second and Foreign Language Teaching provides educators with a research-oriented knowledge base of the current digital storytelling tools that are apt for learning/teaching different language skills at K-12, college, and university contexts, empirically assessing their effectiveness. ICT-Based Assessment, Methods, and Programs in Tertiary Education "This book combines practical and effective classroom practices with the latest technological research findings utilized in literacy instruction"--Provided by publisher.
The New Digital Storytelling 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.

CALL and complexity - short papers from EUROCALL 2019 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.

Technological Tools for the Literacy Classroom The Common Core State Standards for English Language Arts created new challenges for teachers and pre-service instructors. Self-regulated learning, using one's thoughts, feelings, and behaviors to reach goals, can help students become independent, self-directed learners. This book provides educators the support they need to apply the principles of self-regulated learning in their teaching for success with the Common Core. In this book, Marie C. White and Maria K. DiBenedetto present information on how to apply academic self-regulation by integrating two models: one which addresses how students develop self-regulatory competence, the other which focuses on the various processes within the three phases of self-regulated learning. In addition, Self-Regulation and the Common Core provides specific lesson plans for grades K-12, using the standards and the integrated framework to promote higher order thinking and problem-solving activities.

Smart Technology Applications in Business Environments

Experiencing Digital Storytelling 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 defining 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 media 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, academicians, and students who are interested in digital language pedagogies.

Digital Pedagogies and the Transformation of Language Education 2017 saw the 25th conference for the European Association of Computer-Assisted Language Learning (EUROCALL). Every year, EUROCALL serves as a rich venue to share research, practice, new ideas, and to make new international friends - and this year was no different. It is an innovative and inspiring conference in which researchers and practitioners share their novel and insightful work on the use of technology in language learning and teaching. This volume of short papers captures the pioneering spirit of the conference and you will find here both inspiration and ideas for theory and practice.

Deep Stories Listen deeply. Tell stories. This is the mantra of the Center for Digital Storytelling (CDS) in Berkeley California, which, since 1998 has worked with nearly 1,000 organizations around the world and trained more than 15,000 people in the art of digital storytelling. In this revised and updated edition of the CDS's popular guide to digital storytelling, co-founder Joe Lambert details the history and methods of digital storytelling practices. Using a "7 Steps" approach, Lambert helps storytellers identify the fundamentals of dynamic digital storytelling--from seeing the story, assembling it, and sharing it. As in the last edition, readers of the fourth edition will also find new explorations of the applications of digital storytelling and updated appendices that provide resources for budding digital storytellers, including information about past and present CDS-affiliated projects and place-based storytelling, a narrative-based approach to understanding experience and landscape. A companion website further brings the entire storytelling process to life. Over the years, the CDS's work has transformed the way that community activists, educators, health and human services agencies, business professionals, and artists think about story, media, culture, and the power of personal voice in creating change. For those who yearn to tell multimedia stories, Digital Storytelling is the place to begin.

Stories Without End This book is the compilation of eight research studies conducted by students from the Master's in Education with Emphasis on English Didactics at the School of Education in Universidad Externado de Colombia, and one study carried out by the professors from the same Emphasis. The articles focus on the role of teachers as materials developers in their English as a Foreign Language (EFL) context and the importance of developing contextualized materials to promote students' learning processes. These issues comprise several themes such as teacher-developed materials in a Master's programme in Education with Emphasis on English Didactics, helping high-intermediate students develop argumentative skills in writing, enhancing undergraduates' reading comprehension through the awareness of reading strategies, digital storytelling to foster EFL writing, the effect of combining two corrective feedback strategies on written errors correction, self and peer assessment on students' oral performance (CALLA), communicative games to foster oral interaction in the EFL classroom, and promoting the reading process through collaborative strategic reading (CSR). This book is divided into eight chapters. Each chapter explains the corresponding research process undergone by the students. It describes their theoretical considerations, instructional and research designs, data analysis and findings, and conclusions in relation to their concern.

Oral Storytelling and Teaching Mathematics 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, academicians, administrators, researchers, and students.

Technology and the Psychology of Second Language Learners and Users Creative, intriguing short stories to make students think and wonder what if... Stories Without End engages students with literature through intriguing short stories that make them think and wonder. What if we could teleport anywhere in the world whenever we wanted to? Will robots ever replace human teachers? Why are some people optimists while others are pessimists? Where does our personality come from? Stories Without End also gets students creating with engaging projects. Because the stories have no end, students will have to create their own. They'll also find themselves writing about one particular character, drawing a scene from the story, interviewing people about the theme of the story, or keeping a dream journal. Each story is also supported with questions and vocabulary activities to introduce the story and followed by discussion questions. Perfect for teaching reading, creative writing, or discussion. And it's a flexible resource. Use it as the main book for a month-long elective, as a regular supplement activity, or an occasional treat for the students! Finalist, British Council ELTons Award for Innovation in English Language Teaching 2019 Fascinating book on teaching reluctant readers how to write. —Chel S., NetGalley Reviewer Looking for a downloadable, printable version? Get it on Teachers Pay Teachers. You can even buy individual stories there.

Developing Multimodal Digital Literacy Explains how to use digital images, graphics and music to tell stories.

Digital Storytelling in Higher Education This book sheds new light on language and literature teaching, and offers examples of teaching language in virtual environments. Providing an overview of virtual environments for teaching, it also includes chapters devoted to methodology design for second language teaching in these environments. Further it describes tools for second/foreign language teaching and proposals for specific second language teaching in virtual environments. Lastly, it presents experiments in literature teaching in virtual environments and discusses the future of technology in education. With interdisciplinary appeal, the book is a particularly valuable resource for scholars with an interest in technology, language teaching, and literature teaching.

Computer Games in the EFL Classroom Despite the Covid-19 pandemic, the EUROCALL society succeeded in holding the 28th EUROCALL conference, EUROCALL2020, on 20-21 August as an online, two-day gathering. The transition process required to make this happen was demanding and insightful for everyone involved, and, in many ways, a logical consequence of the core content and purpose of EUROCALL. Who would be better suited to transform an onsite conference into an online event than EUROCALL? CALL for widening participation was this year’s theme. We welcomed contributions from both theoretical and practical perspectives in relation to the many forms and contexts of CALL. We particularly welcomed longitudinal studies or studies that revisited earlier studies. The academic committee accepted 300 abstracts for paper presentations, symposia, workshops, and posters under this theme; 57 short papers are published in this volume. We hope you will enjoy reading this volume, the first one to reflect a one hundred percent online EUROCALL conference/Online Gathering.

Self-Regulation and the Common Core This book broadens the scope and impact of digital storytelling in higher education. It outlines how to teach, research, and build communities in tertiary institutions through the particular form of audio-visual communication known as digital storytelling by developing relationships across professions, workplaces and civil society. The book is framed within the context of ‘The Four Scholarships’ developed by the Carnegie Foundation for the advancement and redefining of teaching, including the scholarships of discovery, integration, application, and teaching and learning. Across four sections, this volume considers the potential of digital storytelling to improve, enhance and expand teaching, learning, research, and interactions with society. Written by an international range of academics, researchers and practitioners, from disciplines spanning medicine, anthropology, education, social work, film and media studies, rhetoric and the humanities, the book demonstrates the variety of ways in which digital storytelling offers solutions to key challenges within higher education for students, academics and citizens. It will be compelling reading for students and researchers working in education and sociology.
DigiTales 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-competencies 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.

Digital Storytelling in the Classroom 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.

Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms 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.

Bringing the Outside in El taller de relato digital (RD) tiene por objetivo primordial estimular las capacidades creativas de los alumnos en el ámbito de la narrativa tradicional para elaborar historias en formato digital. El relato digital (RD), que surge como fusión entre storytelling y los medios digitales, se ha convertido recientemente en una herramienta educativa importante. No obstante, storytelling ha sido desde siempre una actividad que todos hemos empleado con nuestros hijos a través de la cual logramos apaciguarnos o simplemente dormirlos, y cuanto más motivador ha sido el relato, tanto mayor ha sido nuestro éxito.

Digital Storytelling in the Classroom Demonstrates ways to use students’ outside talents in the classroom, shows how to adapt the curriculum incorporating visual aspects of literacy, and offers guidance on expanding teaching strategies with digital storytelling, wikis, and blogs.

Tale, Performance, and Culture in EFL Storytelling with Young Learners This book analyses the interplay between storytelling (with specific reference to oral retellings of authentic picture books), language learning, culture and emotions in the EFL pre-school and primary classroom. Using a multidisciplinary approach, it applies oral narrative studies, as well as research on shared reading with children and literature in picture books, to foreign and second language teaching theory and practice, while also discussing the impact of EFL storytelling on intercultural understanding. Although specifically conceived for teaching English as a foreign language, most contents apply to foreign/second language teaching to young children in general.

CeDEM16 This book offers an overview of digital storytelling as well as its
Digital Storytelling in Second and Foreign Language Teaching 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 academicians, professionals, researchers, and students working in the field of language and linguistics.

CALL in a climate of change: adapting to turbulent global conditions - short papers from EUROCALL 2017 This book surveys the many ways of telling stories with digital technology, including blogging, gaming, social media, podcasts, and Web video. * Provides a bibliography listing sources consulted * Contains an index of key words and concepts from the text

Interdisciplinary Approaches Toward Enhancing Teacher Education Teacher candidates need authentic practice with language learners so that they can test and hone their skills based on the concepts learned in their teacher education programs with real students. These candidates need practice before and beyond student teaching and fieldwork. If they are given the chance to practice during as many teacher education courses as possible and have access to language learners throughout their programs, they can focus on applying the specific content of each class they take in a real-world context with real students. Engaging Teacher Candidates and Language Learners With Authentic Practice highlights strategies teacher educators can use to give their teacher candidates authentic practice attached to coursework. By focusing on ways that authentic practice has been integrated into teacher preparation programs and studies that have been realized, this publication will provide practical ways for others to provide this authentic practice, which is much needed in teacher preparation programs. This book highlights topics such as pedagogy, student engagement, and intercultural competence and is ideal for educators, administrators, researchers, and students.

New Perspectives on the Development of Communicative and Related Competence in Foreign Language Education Regardless of the discipline or country, creating quality education is multifaceted. At the center of any schooling practice are the educators, their schools, and the teacher education programs that license them. As the schools and faculties of education strive to provide the best practices to pre-service or in-service teachers, it becomes more critical to increase the quality of teacher education via various means to keep up with the demands of schooling in the 21st century. Interdisciplinary Approaches Toward Enhancing Teacher Education provides an overview of how innovation and research experience can enhance teacher education programs with a focus on competencies, skills, and strategies future teachers will need to cope with while teaching students’ learning with diversity and facing linguistic, social, and environmental challenges. The book particularly investigates the potentiality of educational technology, innovative techniques, and digital storytelling to enhance education and bilingualism in intercultural contexts and multilingual settings. Covering topics that include performance assessment, teacher training, and professional development, and including many practical and diverse examples, this book is intended for TESOL, second or foreign language learning, and CUL programs and teacher-training institutions, as well as teachers, researchers, academicians, and students in interdisciplinary areas that include science, history, geography, language learning, bilingualism, intercultural competencies, classroom interaction, gamification, and educational technology.

Asian English Language Classrooms 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.
Teaching Language and Teaching Literature in Virtual Environments 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.

Multilingual Digital Storytelling "The accompanying CD-ROM contains the full text of two epic stories plus additional worksheets, handouts, and art."--Page 4 of cover.

The role of teacher-developed materials in fostering english language skills Technology continues to make great strides in society by providing opportunities for advancement, inclusion, and global competency. As new systems and tools arise, novel applications are created as well. Smart Technology Applications in Business Environments is an essential reference source for the latest scholarly research on the risks and opportunities of utilizing the latest technologies in different aspects of society such as education, healthcare systems, and corporations. Featuring extensive coverage on a broad range of topics and perspectives including virtual reality, robotics, and social media, this publication is ideally designed for academicians, researchers, students, and practitioners seeking current research on the improvement and increased productivity from the implementation of smart technologies.

Fostering Students' Intercultural Competence in an EFL Classroom 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!

Engaging Teacher Candidates and Language Learners With Authentic Practice 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.

Futuristic and Linguistic Perspectives on Teaching Writing to Second Language Students Have you ever wondered what makes storytelling and digital media a powerful combination? This edited volume examines the opportunities to think, do, and/or create jointly afforded by digital storytelling. The editors of this volume contend that digital storytelling and digital media can create spaces of empowerment and transformation by facilitating multiple kinds of border crossings and convergences involving groups of peoples, places, knowledge, methodologies, and teaching pedagogies. The book is unique in its inclusion of anthropologists and education practitioners and its emphasis on multiple subfields in anthropology. The contributors discuss digital storytelling in the context of educational programs, teaching anthropology, and ethnographic research involving a variety of populations and subjects that will appeal to researchers and practitioners engaged with qualitative methods and pedagogies that rely on media technology.