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Nota di contenuto	English in cyberspace : negotiating digital literacies in a climate of educational accountability / Heather Lotherington, Deanna Neville- Verardi, and Natalia Sinitskaya Ronda -- Navigating and interpreting hypertext in French : new literacies and new challenges / Lawrence Williams -- Web-based translation for promoting language awareness : evidence from Spanish / Lee B. Abraham -- Learner noticing, negative feedback, and uptake in synchronous computer-mediated environments / Susana M. Sotillo -- Teaching language variation in French through authentic chat discourse / Remi A. van Compernelle and Isabelle Pierozak -- Exploring native and nonnative interactive discourse in text-based chat beyond classroom settings / Lina Lee -- Podcasts and second language learning : promoting listening comprehension and intercultural competence / Kara McBride -- Discourse analysis of podcasts in French : implications for foreign

language listening development / Janel Pettes Guikema -- Interactional and discursive features of English-language weblogs for language learning and teaching / Remi A. van Compernelle and Lee B. Abraham -- Second-person pronoun use in French-language blogs : developing L2 sociopragmatic competence / Kate Douglass -- Blogs in Spanish beyond the classroom : sociocultural opportunities for second language development / Eduardo Negueruela-Asarola -- Linguistic and social dimensions of French-language discussion forums / Geraldine Blattner and Lawrence Williams -- The discussion forum as a locus for developing L2 pragmatic awareness / Kathleen Farrell Whitworth -- The discussion forum as a component of a technology-enhanced integrated performance assessment / Lee B. Abraham and Lawrence Williams.

Sommario/riassunto

New technologies are constantly transforming traditional notions of language use and literacy in online communication environments. While previous research has provided a foundation for understanding the use of new technologies in instructed second language environments, few studies have investigated new literacies and electronic discourse beyond the classroom setting. This volume seeks to address this gap by providing corpus-based and empirical studies of electronic discourse analyzing social and linguistic variation as well as communicative practices in chat, discussion forums, blogs, and podcasts. Several chapters also examine the assessment and integration of new literacies. This volume will serve as a valuable resource for researchers, teachers, and students interested in exploring electronic discourse and new literacies in language learning and teaching.
