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learning tool Iain Mitchell \ 3. Trainee teachers' perceptions of the use of digital technology in the languages classroom Linda Fisher \ 4. Digital technology as a tool for active learning in MFL: engaging language learners in and beyond the secondary classroom Rachel Hawkes \ 5. Engaging pupils in bilingual, cross-curricular online discourse Michael Evans \ 6. SIDE by side: pioneers, inventors and the tyranny of educational distance Cal Durrant \ 7. Teacher the student perceptions of e-learning in EFL Miranda Hamilton \ 8. From textbook to online materials: the changing ecology of foreign-language publishing in the era of ICT Carl Blyth \ Conclusion: variations on a theme Michael Evans \ Glossary \ Index

Sommario/riassunto	While digital technology is endlessly innovating and improving itself as a tool to support teaching and learning, the cognitive process of language learning itself remains perennially the same. However, digital technology has created new learning opportunities and introduces new elements into the cognitive process of foreign language learning. The contributors of this well-edited collection examine foreign language learning primarily from a user perspective and explore these underlying questions: How does digital technology support existing foreign language learning needs and processes? What new learning experiences does it entail for the learner? The book situates new insights into the value of digital technology for foreign language learning within the context of evidence from prior research and of educational policy-making and examines key pedagogical uses of digital technology in relation to effective foreign language learning by pupils. It provides an in-depth description of the use of a range of digital media and combines practical ideas for teaching and learning with critical analysis of evidence drawing on an analysis of technology-focused language learning across different sectors and in different anglophone contexts.