Table of contents

Preface x1

```
CHAPTER 1
The changing world of English language teaching
Visions of the invisible
   The technologist's vision
   The social pragmatist's vision
   The critical analyst's perspective
   Visioning the future of ELT
English language learners 10
   Motivation for English use with peers
   Technology-shaped registers of English use
   Communicative language ability for the 21st century
English language teachers
   The English language
   The study of language
   Tasks for language learning
   New forms of assessments
   Research on learning 29
Teacher education and applied linguistics
   Applied linguistics
   Technology 31
   Research methods
   Critical analysis
Conclusion 33
```

1		
	Chapter 2	
	The potential of technology for language learning	35
	Language learning and instruction 35	
7	Insights from the classroom and materials 36	
	Insights from theory and research 38	
	Enhanced input 40	
	Input salience 41	
	Input modification 45	
	Input elaboration 51	
	Enhanced input for CALL 52	
	Interaction 54	
	Theoretical perspectives on interaction 55	
	Interaction in CALL 57	
	Linguistic production 61	
	Theoretical perspectives on production 61	
	Production in CALL tasks 62	
	Integrating input, interaction, and production into tasks 65	
	Conclusion 67	
	Chapter 3	
	Evaluating language learning	69
	Reconsidering research 70	09
	Making a case for technology 70	
	Increasing professional knowledge 76	
	Advice from the field 77	
	What is research? 78	
	General vs. specific knowledge 79	
	Research methodology 79	
	Theory-research links 80	
	Examples of useful CALL research 81	
	Focus on software 82	
	Focus on the learners 85	
	Focus on the learning task 87	
	Summary 90	
	Research methods 90	
	The role of theory 92	
	Theory as a resource 92	
	Theory as a limitation 95	
	Conclusion 96	

Chapter 4	
Investigating learners' use of technology	97
Technology-related process data 98	
Examples of process data 98	
Implementing process research 100	
Notation for the data 101	
Description 102	
Interaction analysis 103	
Discourse analysis 105	
Conversation analysis 106	
Issues in description 107	
Use of description 109	
Interpretation 111	
Inferences about capacities 113	
Inferences about tasks 115	
Inferences about capacities and tasks 116	
Critical discourse analysis 117	
Validity issues for inferences 118	
Evaluation 119	
The problem of evaluation 119	
Process-based approaches 120	
Conclusion 125	
CHAPTER 5	
Advancing applied linguistics: L2 learning tasks	127
The study of L2 learning tasks 128	
Task evaluation 129	
L2 task description 131	
Technology-mediated L2 tasks 135	
Examples from the chat room 135	
Studying technology-based tasks 137	
The attraction of technology 142	
Tools for building tasks 143	
Task theory 143	
Revisiting assessment 148	
Conclusion 150	

Chapter 6	
Advancing applied linguistics: Assessment	151
The tunnel of efficiency 151	
The panorama of theory 153	
Construct definition 153	
Validation 156	
Probing construct definition 157	
The test design-construct connection 158	
The test scoring-construct connection 160	
Devil in the detail 163	
Validation 165	
Educational assessments 165	
Assessment in second language research 167	
Validation and consequences 169	
Conclusion 171	
Chapter 7	
The imperative for applied linguistics and technology	173
English language use 174	
Second language acquisition 176	
Alternatives to CALL-classroom comparison 176	
Improving the alternatives 178	
Second language assessment 179	
Conclusion 180	
References 183	
Name index 199	
Subject index 205	
Judject mack 205	