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TECHNOLOGY-ENHANCED LANGUAGE TEACHING :

CURRENT RESEARCH AND BEST PRACTICES

Soegijapranata Catholic University

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Technology-Enhanced Language Teaching: Current Research and Best Practices

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FOREWORD

Existent literature on the role of digital technologies has suggested that technologies have transformed teaching strategies, teaching material deliveries, classroom interactions, and student engagement. Changing student demography and characteristics has partly influenced the extent to which digital technology is used in today's classrooms.

Indonesian government has anticipated this changing paradigm in higher education by setting up SPADA (*Sistem Pembelajaran Daring Indonesia*), a nationally-owned online learning platform. The government has also enforced some policies regarding online learning and the use of technologies for classrooms in higher education institutions. The Ministry of Research, Technology, and Higher Education even provides incentives and grants for innovative adoption of technology in the classrooms for departments in Indonesian higher education. Nowadays, it is increasingly more common to see teachers use blended learning, massive open online courses (MOOCs), and real-time online student evaluation. We have seen evidence where teaching and learning have extended beyond classroom walls. These approaches, while seemingly attractive, have their own downsides and advantages.

This book is written to provide insights for readers who are interested in the use of digital technologies in classrooms, particularly, language classrooms. Ten articles on technology and language research and best practices are compiled in this book to inform readers the current research and best practices on technology-enhanced language teaching and learning. This book is divided into four parts. The first part will discuss how social media is used to enhance the teaching and learning process. The second part focuses on Mobile Learning, particularly, how students perceive mobile learning and how

smartphones can benefit students. The articles in the third part discuss the possibilities of using Google applications in language classrooms. The last part of the book contains articles on the evaluation of e-learning.

This book is written as a part of the research grant awarded to by the Ministry of Research, Technology, and Higher Education. This book will be used as reference for students in the Faculty of Language and Arts, especially those in courses related to the use of digital technologies. This book will hopefully can contribute to the professional development of teachers and students in language classrooms.

Editors

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