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Editors' Note

Tapestry Staff

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Tapestry Journal Editors' Note

The articles in this special issue of *Tapestry* provide scholars and practitioners with a set of focused theoretical and empirical pieces that explore current digital literacy practices for working with English Learners (ELs). From expanding the theoretical framework and ensuring best practices are followed when teaching digital literacies to ELs to intervention studies examining the use of digital literacies by teachers with their own students as well as for personal cultural and language growth, this special issue will give and provide the reader with questions to ponder and tools necessary to use promising technologies when working with ELs.

In *Exploring New Paths to Academic Literacy for English Language Learners*, Mayra C. Daniel and Dong-Shin Shin, propose a revised paradigm for understanding the role technology plays in learning in today's digital world. Important for the journal's audience, the authors encourage and provide specific examples on the selection and use of materials to raise the academic achievement of English Learner.

In *Microblogging: Using Digital Literacies to Engage Middle School English Learners*, Carolyn J. Stuff and Susan Casey, discuss theory and practice of using microblogging to facilitate English Learners' competence and confidence in using technology. According to the authors, not only do online spaces provide students with an opportunity to share their own views, projects, student can also access and connect with others, including native speakers, who have similar interests.

In *Multiliteracy in Three English as a Second Language (ESL) Middle School Classrooms*, by Elena Andrei, presents an investigation of a multiliteracy teaching intervention. Using Caw's (2006) definition of multiliteracy, the researcher found that teachers focused mainly on electronic literacy, rather than expanding the notion of literacy to include critical and socio-cultural literacy.

In *Problems and Possibilities: Emergent Bilinguals and Multimodalities* by Kathy Marie Bussert-Webb, we learn about the author's experience in teaching and researching experiences of emergent bilinguals. The author argues that the learners lack mentorship when learning about digital tools. Finally, the author goes on to present promising digital practices that could specifically be used with this population of students.

In *Toward Integrative CALL: A Progressive Outlook on the History, Trends, and Issues in CALL* by Kasumi Yamazaki, the author proposes a re-conceptualized view of CALL that considers evidence from SLA theories and combines with Integrative CALL that views language as a social construct. A case is made for creating theory based CALL activities.

Last but not least, in *Literacy in our Lives, Past, Present and Future: Exploring Digital Stories* by UAE Pre-service Teacher by Patience A. Sowa, presents a research study on how pre-service teachers using multimodal digital storytelling. The author researched what the digital narratives reveal about the pre-service teachers' experience as

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well as how the pre-service teachers used multimodal digital texts in becoming literate in Arabic and English.

This special issue of Tapestry also contains a review by Joe Terantino and Susanne Kelley of a new book *Language learning with technology: Ideas for integrating technology in the classroom* by Graham Stanley (Cambridge University Press). The reviewers conclude that the volume is valuable for ways to integrate technology in the language classroom.