

Table of Contents

Preface	i-ii
Dilara Avcı, Onur Ural Burns, M'Balia Thomas	
About the authors	iii-v
Dilara Avcı and Onur Ural Burns	
Developing transdisciplinary language courses and collaborations using higher education's institutional analytics	1-12
Kate Shea	
Literacy and language education in the digital age: Emerging trends and pedagogical ideologies	13-28
Onur Ural Burns	
Using short films to achieve ACTFL world-readiness standards	29-49
Monica Rodriguez-Bonces, Jeisson Rodriguez-Bonces, and Christopher Esposito	
L2 learning in half the time? A comparative study of modality and session length in first-semester Japanese and Spanish	50-77
Vanessa Georgette Lazo	
Linguistic and cultural authenticity of a Chinese literacy curriculum	78-97
Hsiaomei Tsai and Kathleen A. J. Mohr	
Dialogue journal in L2 classroom: A sociocultural perspective	98-124
Reza G. Samar and Zahra Parsaie	
Shaping language attitudes: An exploratory look at the impact of discussing bilingualism in the language classroom	125-146
Kiley Specht, Estefania Galindo-Navarro and Rajiv Rao	
Gifts of Indigeneity: Contributions to ELT/TESOL from Indigenous Miskitu teachers of English in Honduras	147-171
Jaime Fabricio Mejía Mayorga, Wesley Gerardo Miller Gostas and Zoila Maribel Goff Fonseca	
Book review: Pragmatics of Chinese as a second language, Shuai Li (Ed.). Multilingual Matters, Bristol (2024). pp. 376. ISBN: 9781800410176. Hardback: \$179.95	172-176
Yilei Li	