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Abstract

In an era of rapid digital convergence, a wide web of digital environments, platforms, complex technologies, and services – such as blogs, social networking applications, Wikis, learning management systems, online games, 3D role-playing games, and simulations – overwhelms everyday life. us. Several of these new digital technologies affect both young user-teachers' learning maturation and older teacher-users' training. Today, digital technologies are part of the educational process and dynamically expand the possibilities of both the teacher in providing knowledge and the learner in acquiring knowledge. This volume seeks to introduce students/readers to the radical upheavals that digital technologies suggest for literacy, the cultural practices of reading and writing, and, in particular, for learning a foreign language/culture. In the context of contemporary digital humanities

studies, which are currently at the center of the debate to strengthen their presence in the academic and social space, the handbook on digital technologies in foreign language/culture teaching has a theoretical as well as practical orientation. At the level of theory, it clarifies and analyzes basic concepts of modern digital technologies, explains their theoretical origins, and presents their advantages and disadvantages in language teaching issues. On a practical level, it presents a wide range of digital tools/applications available to the teacher of a foreign, second, or native language, to develop modern language activities of comprehension and production of spoken and written language in his students. All suggested digital tools and their applications, grouped appropriately, are accompanied by specific usage scenarios describing their utilization in detail.

