

EDITOR'S INTRODUCTION

The current issue of *Research and Practice in Technology Enhanced Learning* commences our ninth year of publication. In this issue, we are delighted to offer a Special Issue on the theme “Situating Transfer through the Design of Adaptable Curricula, Methodologies and Technologies” with seven selected articles, on top of our regular publication of original articles.

The Special Issue on the theme “Situating Transfer through the Design of Adaptable Curricula, Methodologies and Technologies”, with Chien-Sing Lee, Ma. Mercedes T. Rodrigo and Baohui Zhang as Guest Editors, aims to disseminate articles that link research and practice on the design and development of adaptable curricula and low-threshold technologies for meeting the needs of technology enhanced learning in emerging economies. The Editorial by the Guest Editors explains the theme of the Special Issue as well as introduces the individual articles. I would like to express my special thanks to the Guest Editors for their hard work and professional support on the realization of the Special Issue.

In addition to the seven Special Issue Articles, this issue presents two Original Articles which focus on the negotiation practices among students in creating multimodal texts, and the plausible pedagogical strategies for collaborative language learning.

The paper by Godhe and Lindström, *Creating Multimodal Texts in Language Education – Negotiations at the Boundary*, explores the approach and extent that students negotiate what to include, and exclude, in the multimodal texts created for language learning. Through analyzing interactions among upper-secondary students who engage in classroom activities of creating multimodal texts, the authors illustrate how the non-dominant activity of creating multimodal texts is negotiated by students in a classroom, of which is potential to facilitate connections between literacy practices in and outside of education. The authors also discuss issues on the incorporation of different non-educational references into classroom activities of multimodal texts creation for learning.

The paper by Wen et al., *Appropriating a Representational Tool for Collaborative Language Learning: A Comparative Study of Two Teachers' Enactment*, explores how teachers make classroom enactments that appropriate online technology and orchestrate multi-layered activities in a multi-media classroom environment for learning Chinese as second language writing. The authors conduct a comparative study of enactments of a collaborative learning activity by two Chinese language teachers in a secondary school in Singapore. The authors identify three strategies and discuss three needs for enabling

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productive process and outcomes of collaborative learning in an authentic language learning environment.

We keep soliciting an eclectic collection of quality paper submissions from researchers and practitioners around the world to share insights into the theoretical and methodological dimensions of research and practice in technology enhanced learning.

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Editor-in-Chief