

Digital Discourse Genres in English L2: Types and Pedagogy

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In our digitized era, diverse digital genres have emerged, redefining traditional discourse (Herring & Androutsopoulos, 2015; Vazquez-Calvo & Cassany, 2022). This evolution calls for educators to deeply understand and integrate these genres into the English-L2 teaching framework, ensuring students achieve linguistic proficiency while being culturally, communicatively, and digitally competent. This workshop endeavors to navigate this intersection of digital genre and English L2 pedagogy.

“Part 1: Decoding the digital discourse” delves deep into the unique characteristics and typologies of digital discourse genres. Participants will embark on a journey transitioning “From paper to pixels,” comprehending the essence of digital texts from tweets to vlogs. Through a meticulous breakdown, we will uncover the textual traits that mark online discourse, such as brevity or multimodality, as well as the communicative dynamics that drive it, such as real-time feedback and interaction. We will do so by examining our own and others’ practices through guided interactive activities. In essence, we set the stage, highlighting the rise and significance of the digital realm in contemporary communication.

While “Part 1: Decoding the digital discourse” introduces the foundational elements of digital genres, “Part 2: Teaching digital discourse genres for English-L2” shifts the focus to pragmatic classroom applications. How can educators effectively teach these digital genres in the English-L2 classroom? An acceptable answer lies in effective lesson planning. Borrowing from the principles of backward design (Tomaswick, 2018) and bridging activities (Thorne & Reinhardt, 2008), we will guide participants on crafting lessons that are not only linguistically enriching but also digitally empowering. A highlight of this section will be a hands-on group reflection activity titled “Crafting a Bridge,” where participants will be prompted to brew initial ideas on a lesson where a digital genre is the final product. The aim? Bridging twin outcomes for learners is key: targeting communicative proficiency and digital literacy at the same time.

By the workshop’s end, participants will have started crafting a foundational toolkit for deeper exploration of text typology and variation in English. This will enable them to seamlessly incorporate both digital and traditional discourse genres into their English-L2 teaching practices as they continue their academic pursuits and beyond.

Keywords: digital discourse genres, digital literacies, social media, English L2 pedagogy, bridging activities

References

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Bio note

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