

“This aim of this final chapter is to draw together the different threads we can learn from the chapters in this volume and attempt to point towards ways forward in both research and teaching ... chapters six, seven and nine (this volume) in particular, have shown that the notion of computer-assisted language practice needs to move on from what Jarvis and Archilleos (2013) have termed the original ‘drill and kill’ mechanical activities favoured in many early uses of computer-assisted language learning (CALL). Jarvis and Archilleos (2013) instead suggest teaching needs to move towards an embrace of areas where students increasingly exist as language users: namely in online environments. This leads them to suggest that nowadays learners are, in reality, Mobile-Assisted Language Users rather than Computer-Assisted Language Learners and that language teaching should embrace this reality. It is of course not new to suggest that practice should replicate the types of activities which students need in their daily lives. The task-based learning literature, for example, has long emphasised the benefits of tasks which relate to the real world (e.g. Prabhu 1987, Willis 1996, Willis 2003). What is new is the need to recognise that using a second language (particularly English) online is now a very common activity undertaken by Mobile Assisted language Users (Jarvis and Archilleos, 2013). Going to the library and reserving a book, as an example, is as real as doing the same thing online; chatting to a friend in a coffee shop is as real as doing so online. This means that teachers may well need to provide practice for such environments ... This book has been an attempt to shine a spotlight onto a crucial aspect of second language learning and one which has only received a limited focus in the research literature”.

Jones, C. (2018). Conclusion: Implications for pedagogy and research. In Jones, C. Ed. *Practice in Second Language Learning*. Cambridge: Cambridge University Press. pp. 254- 264.