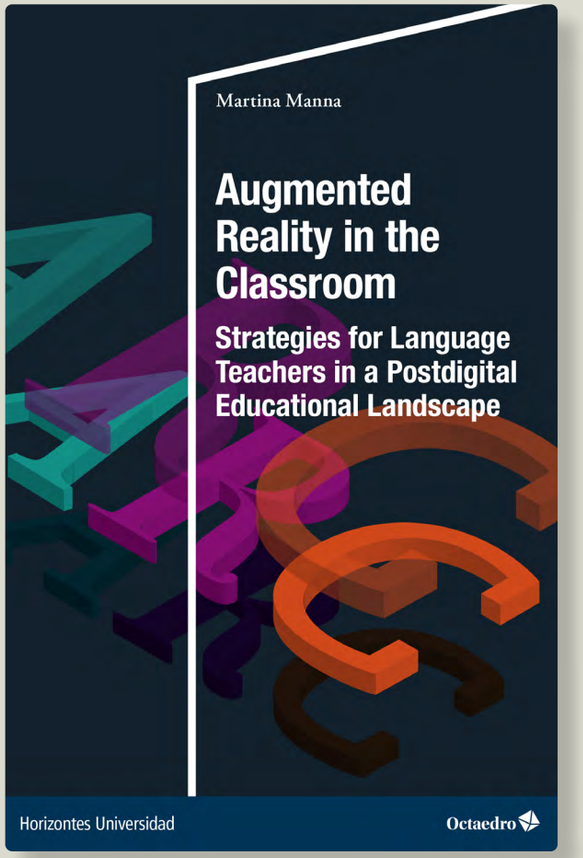
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Augmented Reality in the Classroom

Strategies for Language Teachers in a Postdigital Educational Landscape

Martina Manna

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This book explores how teachers navigate the promises and challenges of emerging technologies within real classrooms. Centred on Mobile Augmented Reality (MAR), it examines how digital innovation intersects with pedagogy, values, and teacher agency in a rapidly evolving educational world.

Drawing on the author's doctoral research and fieldwork with Italian language teachers in Argentina, the book bridges theory, empirical insight, and practice. It situates MAR within the framework of Entangled Pedagogy, offering a nuanced understanding of how technology, teaching methods, purposes, values, and contexts co-constitute learning. Far from treating MAR as a neutral tool, it explores how teachers *tinker* with technology, adapt to constraints, and design situated, meaningful experiences for their students.

The book is organised in three parts: the first outlines the postdigital foundations of education and the complex relationship between teachers and technology; the second presents teachers' lived experiences and reflections on integrating MAR; the third offers **practical guidelines, lesson plans, and reflective tools** for educators and designers.

Combining scholarly rigour with an accessible narrative, this volume speaks to teachers, researchers, and learning designers seeking to integrate innovation in thoughtful, context-sensitive ways. It invites readers to move beyond recipes and embrace reflection, creativity, and professional judgement, all key ingredients for navigating the future of language education in a postdigital age.

AUTHORSHIP

Martina Manna is a postdoctoral research fellow at the University of L'Aquila and an Italian as a second language teacher in primary and secondary schools. She lived in different countries worldwide, developing a background in foreign languages and extensive experience of teaching Italian in different international institutions. Her expertise is in linguistics, language didactics and education, with a focus on educational technolo-gies and teacher agency. Other research interests concern intercultural and multilingual education, as well as the study of linguistic landscapes and of their implications for language education. For her postdoctoral research she is currently working on the implementation of Generative Artificial Intelligence and Large Language Models to improve pragmatic competence skills in sequential bilinguals children with special educational needs.

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