Free pdf Changing language education through call (PDF)

the last twenty years has seen a huge evolution in approaches to language learning due to new technology as well changing theories on how to best teach languages recognising the key relationship between research practice and program development changing language education through call is an important text advocating change that makes effective use of new research into learning styles as well as new technology bringing together sixteen internationally respected experts in second language acquisition and computer technologies it presents teachers with user friendly flexible ways to incorporate technology into the language learning process and provides both the theoretical and practical basis for call applications across a broad spectrum of teaching styles textbooks and courses practical and clearly presented each chapter in this book concentrates on the learning process and the teacher s role in facilitating this through the proper and effective use of technology thus ensuring that the partnership of pedagogical expertise and technological innovation remains the work s focus drama is increasingly being recognised as a valuable pedagogy for language learning as it can harness children s imaginations and stimulate their desire to communicate second learning language through drama draws on current theories of additional and foreign language learning and illustrates through practical case studies how drama can be used to support the four key skills of listening speaking reading and writing drawing on the work of an international group of practitioners who are all highly experienced in using drama for the purpose of second language learning the book clearly explains key drama conventions and strategies and outlines the innovative ways they have been used to create enjoyable and stimulating classroom activities that allow for multiple ways of learning throughout the book the emphasis is on making language learning accessible and relevant to children and young people through creative physically active and playful approaches the strategies described are all highly flexible and readily adaptable to different teaching contexts specific themes include using stories and drama to motivate learners at all levels drama language learning and identity assessment opportunities through process drama issues of language learning and cultural empowerment digital storytelling film drama aesthetics second language learning through drama will be of great interest to those studying on undergraduate and postgraduate courses and will serve as a highly valuable text to practitioners looking to incorporate the approaches described into their lessons and classroom activities this volume brings together the current theoretical interest in reconceptualizing second and foreign language learning from a sociocultural perspective on language and learning with practical concerns about second and foreign language pedagogy it presents a set of studies whose focus is on the empirical description of particular practices constructed in classroom interaction that promote the learning of a second or foreign language the authors examine in detail the processes by which the learning of additional languages is accomplished in the interaction of a variety of classrooms and in a variety of languages not only will the findings from the studies reported in this volume help to lay a foundation for the development of a more expansive sociocultural model of second and foreign language learning but on a more practical level they will help language educators in creating a set of principles for identifying and sustaining classroom interactional practices that foster additional language development the volume is distinguished in three ways following a vygotskyan perspective on development the studies assume that language learning is a fundamentally pragmatic enterprise intrinsically linked to language use this breaks from a more traditional understanding of second and foreign language learning which has viewed learning and use as two distinct phenomena the importance of classroom interaction to additional language development is foregrounded the investigations reported in this book are distinguished by their methodological approach because language learning is assumed to be a situated context sensitive and dynamic process the studies do not rely on traditional experimental methods for collecting and analyzing data but rather they involve primarily the use of ethnographic and discourse analytic methods the studies focus on interactional practices that promote second and foreign language learning although a great deal of research has examined first language learning in classrooms from a sociocultural perspective little has looked at second and foreign language classrooms from such a perspective thus there is a strong need for this volume of studies addressing this area of research researchers teacher educators and graduate students across the fields of second and foreign language learning applied linguistics and language education will find this book informative and relevant because of the programmatic implications arising from the studies it will also appeal to teacher educators and teachers of second and foreign languages from the elementary to the university levels this volume offers fresh perspectives on a controversial issue in applied

linguistics and language teaching by focusing on the use of the first language in communicative or immersion type classrooms it includes new work by both new and established scholars in educational scholarship second language acquisition and sociolinguistics as well as in a variety of languages countries and educational contexts through its focus at the intersection of theory practice curriculum and policy the book demands a reconceptualization of code switching as something that both proficient and aspiring bilinguals do naturally and as a practice that is inherently linked with bilingual code switching the handbook of technology and second language teaching and learning presents a comprehensive exploration of the impact of technology on the field of second language learning the rapidly evolving language technology interface has propelled dramatic changes in and increased opportunities for second language teaching and learning its influence has been felt no less keenly in the approaches and methods of assessing learners language and researching language teaching and learning contributions from a team of international scholars make up the handbook consisting of four parts language teaching and learning through technology the technology pedagogy interface technology for l2 assessment and research and development of technology for language learning it considers how technology assists in all areas of language development the emergence of pedagogy at the intersection of language and technology technology in language assessment and major research issues in research and development of technologies for language learning it covers all aspects of language including grammar vocabulary reading writing listening speaking pragmatics and intercultural learning as well as new pedagogical and assessment approaches and new ways of conceiving and conducting research and development the handbook of technology and second language teaching and learning demonstrates the extensive multifaceted implications of technology for language teachers learners materials developers and researchers this useful sourcebook contains 12 chapters written by experienced classroom practitioners in hong kong one theme appears constantly in these chapters that in the english language classroom whether at primary secondary or tertiary levels high interest and positive motivation occur through active learning when literary texts literary techniques and literariness are featured in this book full coverage is given to the use of poetry prose and drama in language learning and teaching at all three levels of the education system the tasks and activities described here have been shown to work with all bands of students this book is ideally suited both for practising teachers and participants in teacher education programmes in hong kong and the rest of s e asia it will be particularly useful for primary and secondary teachers of english wishing to incorporate appropriate and relevant teaching activities so as to meet the goals of the new target oriented english language curriculum this book examines different theoretical perspectives on the role that interaction plays in second language acquisition the principal perspectives are those afforded by the interaction hypothesis socio cultural theory and the levels of processing model interaction is therefore defined broadly it is seen as involving both intermental and intramental activity the theoretical perspectives are explored empirically in a series of studies which investigate the relationship between aspects of interaction and second language acquisition a number of these studies consider the effects of interaction on the acquisition of vocabulary word meanings by both adult and child l2 learners in addition the effects of language aptitude on input processing are considered further studies consider the contribution that interaction makes to the acquisition of grammatical knowledge these studies provide clear evidence that social and intermental interaction are major forces in the acquisition of an l2 finally the book considers a number of pedagogic specifications in particular the importance of discourse control as a means of learners obtaining the quality of interaction likely to foster acquisition is discussed this element examines how pedagogical innovation in language classrooms can be mediated through language teacher education lte by subjecting the author s own practices as a teacher educator to scrutiny starting from the premise that implementing innovation can be a challenging enterprise effective lte is framed as being built on helping practitioners to recognise and confront often deeply rooted beliefs and adjust subsequent practices through critical reflection on what an innovation may look like both theoretically and practically a critically reflective lens is then applied to the author s own work as a teacher educator over several years through a research approach known as self study of teacher education practices or s step the approach highlights changes to the author s beliefs and practices as lessons emerged from beginning teachers engagement with innovative ideas these are presented with the aim of better understanding how teachers beliefs and practices with regard to innovation can be enhanced effectively this book explores implications for applied linguistics of recent developments in technologies used in second language teaching and assessment language analysis and language use focusing primarily on english language learning the book identifies significant areas of interplay between technology and applied linguistics and it explores current perspectives on perennial questions such as how theory and research on second language acquisition can help to inform technology based language learning practices how the multifaceted learning accomplished through technology

can be evaluated and how theoretical perspectives can offer insight on data obtained from research on interaction with and through technology the book illustrates how the interplay between technology and applied linguistics can amplify and expand applied linguists understanding of fundamental issues in the field through discussion of computer assisted approaches for investigating second language learning tasks and assessment it illustrates how technology can be used as a tool for applied linguistics research interest in content and language integrated learning clil in europe and beyond has increased exponentially since it first appeared on the scene in europe in the early 1990s clil has grown to become a much discussed topic of language education today with the number of publications pertaining to the field continuing to increase researchers teachers teacher trainers course planners and others involved in clil are constantly searching for new studies to help them understand how clil is evolving and how best it can be implemented as the concept is now informing the pedagogical principles of different educational realities research and reflection are now required to further understand its potential and implications its inherent difficulties and possible applications this volume was conceived with this idea in mind the book primarily covers three macro areas learning teaching and training it provides insight into the latest areas of research and reflection that are characterizing the clil field in the current decade the wide range of topics covered reveal for example a shift in interest towards clil at the tertiary level focusing on lecturer and student perceptions and problems learning language and using language to learn is at the core of any educational activity bringing together a globally representative team of experts this volume presents an innovative and empirically robust collection of studies that examine the role of language in education with a particular emphasis on features of school relevant language in middle childhood and adolescents and its precursors in early childhood it addresses issues such as how children s linguistic and literacy experiences at home prepare them for school how the classroom functions as a language mediated learning environment and how schools can support language minority students in academic attainment set in three parts early childhood middle childhood and adolescence and learning in multilingual contexts each part features a discussion from experts in the field to stimulate conversation and further routes for research its structure will make it useful for anyone interested in ongoing efforts towards building a pedagogically relevant theory of language learning this research and pedagogy oriented book delves into the study and application of incidental vocabulary acquisition in english through captioned videos this technology offers efl students of different ages more opportunities for vocabulary learning compared to the traditional classroom this book reviews the conceptual methodological theoretical and practical issues associated with captioned videos and offers innovative ideas to help researchers graduate students and classroom practitioners enhance learners vocabulary acquisition at all levels learning through a foreign language is recognized as one means of significantly enhancing competence in that language this book presents european perspectives on means of structuring curricula which integrate content and language learning it also provides details of the outcomes from such progammes and describes the current and future challanges ahead of wider scale adoption of content and language integrated learning clil virtual exchanges provide language learners with a unique opportunity to develop their target language skills support inter cultural exchange and afford teacher candidates space to hone their teaching craft the research presented in this volume investigates the role of virtual exchanges as both a teaching tool to support second language acquisition and a space for second language development practitioners obtain guidance on the different types of exchanges that currently exist and on the outcome of those exchanges so that they can make informed decisions on whether to include this type of program in their language teaching and learning classrooms to this end this edited volume contains chapters that describe individual virtual exchanges along with results of research done on each exchange to show how the exchange supported specific second language teaching and learning goals the narrowing of english language education curriculum in many contexts has negatively impacted classroom teaching and learning high stakes standardized testing scripted curricula and the commodification of english have converged to challenge socially meaningful classroom literacy instruction that promotes holistic development although in different ways these factors have shaped the teaching of english as both first and second language how can english educators respond this book argues that the first step is to take account of the broader policy political and cultural landscape and to identify the key constraints affecting teachers students and parents these will set the broad parameters for developing local pedagogic approaches while still recognizing the constraints that actively push against them using singapore english language teaching as a case study this book illustrates how this process can unfold and how media literacy principles were vernacularized to design english classroom pedagogies that stretched the bounds of what is acceptable and possible in the local context this book builds upon the growing field of linguistic landscape in order to demonstrate the power of a spatialized approach to language culture and literacy education as

it opens classrooms and cultivates new competencies the chapters develop major themes including re imagining language curricula language classrooms and schoolscapes in dialogue with the heteroglossic discourses of the local developing l2 learners symbolic translingual competencies through engagement with situated multimodal texts fostering critical social awareness through language study in the linguistic landscape expanding opportunities for situated l2 reading and writing and cultivating language students capacities for engaged scholarship and research in out of class contexts by exploring the pedagogical possibilities of place based approaches to literacy development this volume contributes to the reimagining of language education through the linguistic landscape novice and experienced educators who have considered moving some or all of their language courses online will find this text an invaluable starting point and resource throughout the process in non technical prose with emphasis throughout on excellence in pedagogical practice the text takes both the new and experienced language instructor through the nuts and bolts of online teaching practices and uses multiple examples of online instructional conversations to illustrate these practices teaching in asynchronous written asynchronous oral synchronous written synchronous oral and combinations of these environments are discussed and exemplary practices provided for each an excellent place to both begin and augment language teaching online when it comes to language learning the question is no longer whether online instruction is effective but rather how to go about creating effective learning opportunities online this question is answered with admirable clarity by meskill and anthony through exposition and example they demonstrate those areas of language pedagogy that are more effectively dealt with through online than face to face instruction the book is valuable addition to the growing list of books on the subject and will be valued by experienced as well as novice online language teachers david nunan university of hong kong this is an ideal book for language educators who value a sociocultural view of second language learning and want to teach effectively online using cutting edge judiciously chosen technologies and internet resources meskill and anthony have crafted an impressive set of tools for both the novice and the experienced online instructor with many authentic examples in a number of languages masterfully combining modalities so as to appeal to the digital learners of the 21st century dorothy chun university of california an analysis of learning a second language through process drama topics covered include evoking dramatic moments in second language learning and teaching the nature of teacher student interaction in drama orientated language classrooms and the psycho social aspect of drama on learning this volume encompasses the range of research questions on language related problems that arise in language teaching learning and assessment the 150 chapters are written by experts in the field who each offer their insights into current and future directions of research and who suggest several highly relevant research questions topics include but are not limited to language skills teaching language skills assessment and testing measurement feedback discourse analysis pragmatics semantics language learning through technology call mall esp eap erpp tblt materials development genre analysis needs analysis corpus content based language teaching language teaching and learning strategies individual differences research methods classroom research form focused instruction age effects literacy proficiency and teacher education and teacher development the book serves as a reference and offers inspiration to researchers and students in language education an important skill in reviewing the research literature is following a study s plan of attack broadly this means that before accepting and acting upon the findings one considers a the research question is it clear and focused measurable b the subjects examined the methods deployed and the measures chosen do they fit the study s goal and have the potential to yield useful results and c the analysis of the data do the data lead to the discussion presented has the author reasonably interpreted results to reach the conclusion mohebbi and coombe s book research questions in language education and applied linguistics a reference guide helps budding researchers take the first step and develop a solid research question as the field of language education evolves we need continual research to improve our instructional and assessment practices and our understanding of the learners language learning processes this book with its remarkable 150 topics and 10 times the number of potential research questions provides a wealth of ideas that will help early career researchers conduct studies that move our field forward and grow our knowledge base deborah j short ph d director academic language research training past president tesol international association 2021 22 as a teacher in graduate programs in tesol i frequently come across the frustration of students at centering their research interests on a particular topic and developing research questions which are worth pursuing so as to make a contribution to the field this frustration stems from the fact that our field is so vast and interrelated that it is often impossible to properly address all that interests them hence i wholeheartedly welcome this most relevant and innovative addition to the research literature in the field of tesol and applied linguistics coombe and mohebbi have created a real tour de force that stands to inform budding researchers in the field for many years to come additionally the cutting edge depiction of the

field and all it has to offer will no doubt update the research agendas of many seasoned researchers around the world the 150 chapters are organized in a most powerful yet deceptively simple way offering a positioning within the topic suggesting questions that might direct inquiry and offering a basic set of bibliographic tools to start the reader in the path towards research what is more the nine sections in which the chapters are organized leave no area of the field unexplored dr gabriel díaz maggioli academic advisor institute of education universidad ort del uruguay president iatefl chapter metacognition in academic writing learning dimensions is available open access under a creative commons attribution 4 0 international license via link springer com to respond to the multilingual turn in language education this volume constitutes a challenge to the traditional monolingual and native speakerism paradigm in the field of teaching english to speakers of other languages tesol through a translanguaging lens the chapters offer complex global perspectives with contributions from five continents to open critical conversations on how to conceptualize and implement translanguaging in teacher education and classrooms of various contexts the researchers exhibit a shared commitment to transforming tesol profession that values teachers and learners full linguistic repertoires this volume should prove a valuable resource for students teachers and researchers interested in english teaching and learning applied linguistics second language acquisition and social justice the contributions to the volume examine in detail diverse aspects of second language education ranging from a focus on the basic contributions of linguistic theory and research to our understanding of second language learning and teaching on the one hand to a series of reviews of innovative language education practices in selected regions of the world on the other while posing important questions about how learning proceeds with new technologies this volume demonstrates how teachers captivate the imagination of learners from school children to postgraduates by providing real world purposes for language the authors are from educational institutions in many regions of the world and describe technology use from the lowest levels such as word processing and scanning to high end multimedia and interactive communications through voice and video on the internet technology is perhaps the best means to creating an environment conducive to language learning technology can support teachers in making language learning faster easier less painful and more engaging and helps create an optimal language learning environment learning languages through technology reflects the many and varied ways teachers are currently using computers and the internet and provides a rich resource for both novice and expert educator the volume is divided into four sections language development online skill building through technology content based and task based learning collaborative call authentic audience in a based world constructivism in professional development features throughout the volume are helpful to pre and in service teachers each chapter opens with a preview of ideas to ponder before reading and each of the four sections begins with a preview of the chapters and concludes with a thought provoking issue in technology and pedagogy follow up questions for class discussion further research and activities appear at the end of each section leading readers further into the discussion of the role technology plays in learning both currently and in the future appendices list the tools software and sites helpful in using technology with learners technology has become an integral part of teaching and learning in classrooms around the world teachers are nurturing 21st century learners who grow up with computers gadgets and internet access technology has been an extension of their lives including their academic pursuits technology is of much value for efl learners technology has offered opportunities for learners to access wide range information technology is strongly linked with learner autonomy where students can learn independently in their pace or space it also offers learners more opportunities to collaborate with friends when the information is not scarce for learners teachers are challenged to create innovations and provide learners with exciting learning experiences through technology we can enhance language learning through various digital media language teachers can use the internet to access wealth range of authentic resources materials and tasks technology also allows teachers to communicate with students outside the classroom walls designed for english language teachers and learners this covers both theoretical and practical knowledge of using these technical media in language learning besides elaborating on a general overview of teaching media as well as its integration in language learning the book also discusses some practical use of digital tools hopefully this book can help efl learners and teachers reap the benefits of technology in the classroom in this accessible introduction to vygotskian sociocultural theory narratives illuminate key concepts of the theory these key concepts include mediation zone of proximal development collaborative dialogue and private speech everyday and scientific concepts the interrelatedness of cognition and emotion activity theory and assessment a final chapter provides readers with an opportunity to consider two additional narratives and apply the sct concepts that they have become familiar with we hear from learners teachers and researchers in a variety of languages contexts ages and proficiencies intended for graduate and undergraduate audiences this new edition of the textbook

includes controversies in the field improved questions for collaborative discussion and provides updated references to important work in the literature of second language teaching learning and research anglophone literature in second language teacher education proposes new ways that literature and more generally culture can be used to educate future teachers of english as a second language arguing that the way literature is used in language teacher education can be transformed the book foregrounds transnational approaches and shows how these can be applied in literature and cultural instruction to encourage intercultural awareness in future language educators it draws on theoretical discussions from literary and cultural studies as well as applied linguistics and is an example how these cross discipline conversations can take place and thus help make second language teacher education slte programs more responsive to the challenges faced by future english language teachers written in the idiom of literary scholarship the book uses ideas of intercultural studies that have gained widespread support at research level yet have not affected literature cultural curricula in slte as the first interdisciplinary study to suggest how slte programs can respond with curricula this book will be of great interest for academics scholars and post graduate students in the fields of applied linguistics l2 and foreign language education teacher education and post graduate tesol it has universal appeal addressing teaching faculty in any third level institution that prepares language teachers and includes literary studies in their curriculum as well as administrators in such organizations this volume explores a highly topical issue in second and foreign language education the spreading practice in mainstream education to teach content subjects through a foreign language clil has been enthusiastically embraced as a language enrichment measure in many contexts and finally research can offer principled insights into its dynamics and potentials the editors introductory and concluding chapters offer a synthesis of current clil research as well as a critical discussion of unresolved issues relating both to theoretical concerns and research practice the individual contributions by authors from a range of european contexts report on current empirical research in this dynamic field the focus of these chapters ranges from theoretical to empirical from learning outcomes to classroom talk examining both the written and spoken mode across secondary and tertiary educational contexts this volume is a valuable resource not only for researchers and teachers but also for policy makers in an increasingly global and mobile society language learning has become critical the authors of this book present new research in the study of language learning including call technology for literacy and second language learning the effect of biliteracy instruction on english reading achievement in bilingual south african children vocabulary knowledge and reading ability in second language learning multilingual learning language learning through sms and podcasts and the linguistic specialisations of perceptual narrowing of speech and functional asymmetries this book examines how literary texts can be incorporated into teaching practices in an efl classroom it takes a multi faceted approach to how english language teaching and learning can best be developed through presentation and exploration of literary texts computers play a crucial and rapidly evolving role in education particularly in the area of language learning far from being a tool mimicking a textbook or teacher computer assisted language learning call has the power to transform language learning through the pioneering application of innovative research and practices technological innovation creates opportunities to revisit old ideas conduct new research and challenge established beliefs meaning that the field is constantly undergoing change this fully revised second edition brings teachers and researchers up to date by offering a comprehensive overview of call and current research issues step by step instructions on conducting research projects in call extensive resources in the form of contacts websites and free software references a glossary of terms related to call closely linked to other branches of study such as autonomy in language learning and computer science call is at the cutting edge of current research directions this book is essential reading for all teachers and researchers interested in using call to make language learning a richer more productive and more enjoyable task ken beatty has taught at colleges and universities in canada asia and the middle east his publications include more than 100 textbooks for learning english as a second language as well as various websites cd roms and educational videos technology has become an integral part of our everyday lives as today s teachers prepare to instruct a new generation of students the question is no longer whether technology should be integrated into the classroom but how the handbook of research on integrating technology into contemporary language learning and teaching is a critical scholarly publication that examines the relationship between language education and technology and the ability to improve language education through technological advances featuring coverage on a wide range of topics such as computer assisted language learning flipped instruction and teacher education this publication is geared toward researchers practitioners and education professionals seeking relevant research on the improvement of language education through the use of technology this innovative research and pedagogy oriented book delves into the study and application of incidental vocabulary acquisition in english

through captioned videos this technology offers efl students of different ages even greater opportunities for vocabulary learning than the traditional classroom this book reviews the conceptual methodological theoretical and practical issues involved with captioned videos and offers new ideas for enhancing vocabulary development to researchers graduate students and classroom practitioners at all levels this volume offers insights on english language education policies in middle eastern and north african countries through state of the art reports giving clear assessments of current policies and future trends each expertly drafted by a specialist each chapter contains a general description of english education polices in the respective countries and then expands on how the local english education policies play out in practice in the education system at all levels in the curriculum in teaching and in teacher training essays cover issues such as the balance between english and the acquisition of the national language or the arabic language as well as political cultural economic and technical elements that strengthen or weaken the learning of english this volume is essential reading for researchers policy makers and teacher trainers for its invaluable insights in the role of each of the stakeholders in the implementation of policies the use of technological tools to foster language development has led to advances in language methodologies and changed the approach towards language instruction the tendency towards developing more autonomous learners has emphasized the need for technological tools that could contribute to this shift in foreign language learning computer assisted language learning and mobile assisted language learning have greatly collaborated to foster language instruction out of the classroom environment offering possibilities for distance learning and expanding in class time recent tools for computer and mobile assisted foreign language learning is a scholarly research book that explores current strategies for foreign language learning through the use of technology and introduces new technological tools and evaluates existing ones that foster language development highlighting a wide array of topics such as gamification mobile technologies and virtual reality this book is essential for language educators educational software developers it consultants k 20 institutions principals professionals academicians researchers curriculum designers and students the studies in this volume investigate how multilingual education involves a critical engagement with questions of identity and culture and a movement towards new ways of being and belonging it addresses previously under explored issues in particular the integration of theories like thirdness and practices of language education and maintenance with relevance to the asia pacific region the analyses reveal the delicate balance of interests of all stakeholders and offer detailed insights into the reality of multilingual education with specific examples of chinese english japanese and tamil in a globalised world effective language education has become increasingly important and the studies presented here have the potential to inform and advance evidence based multilingual education through adding important dimensions of theoretical exploration and refreshing empirical resources the ability to effectively communicate with individuals from different linguistic and cultural backgrounds is an invaluable asset learning a second language proves useful as students navigate the culturally diverse world however studying a second language can be difficult for learners who are not immersed in the real and natural environment of the foreign language also changes in education and advancements in information and communication technologies pose a number of challenges for implementing and maintaining sound practices within technology enhanced language learning tell cross cultural perspectives on technology enhanced language learning provides information on educational technologies that enable language learners to have access to authentic and useful language resources readers will explore themes such as language pedagogy how specific and universal cultural contexts influence audio visual media used in technology enhanced language learning tell and the use of english video games to promote foreign language learning this book is a valuable resource for academicians education practitioners advanced level students and school administrators seeking to improve language learning through technology based resources

Changing Language Education Through CALL

2006-04-18

the last twenty years has seen a huge evolution in approaches to language learning due to new technology as well changing theories on how to best teach languages recognising the key relationship between research practice and program development changing language education through call is an important text advocating change that makes effective use of new research into learning styles as well as new technology bringing together sixteen internationally respected experts in second language acquisition and computer technologies it presents teachers with user friendly flexible ways to incorporate technology into the language learning process and provides both the theoretical and practical basis for call applications across a broad spectrum of teaching styles textbooks and courses practical and clearly presented each chapter in this book concentrates on the learning process and the teacher s role in facilitating this through the proper and effective use of technology thus ensuring that the partnership of pedagogical expertise and technological innovation remains the work s focus

Second Language Learning through Drama

2013-06-17

drama is increasingly being recognised as a valuable pedagogy for language learning as it can harness children s imaginations and stimulate their desire to communicate second learning language through drama draws on current theories of additional and foreign language learning and illustrates through practical case studies how drama can be used to support the four key skills of listening speaking reading and writing drawing on the work of an international group of practitioners who are all highly experienced in using drama for the purpose of second language learning the book clearly explains key drama conventions and strategies and outlines the innovative ways they have been used to create enjoyable and stimulating classroom activities that allow for multiple ways of learning throughout the book the emphasis is on making language learning accessible and relevant to children and young people through creative physically active and playful approaches the strategies described are all highly flexible and readily adaptable to different teaching contexts specific themes include using stories and drama to motivate learners at all levels drama language learning and identity assessment opportunities through process drama issues of language learning and cultural empowerment digital storytelling film drama aesthetics second language learning through drama will be of great interest to those studying on undergraduate and postgraduate courses and will serve as a highly valuable text to practitioners looking to incorporate the approaches described into their lessons and classroom activities

Learning Another Language Through Actions

2003

this volume brings together the current theoretical interest in reconceptualizing second and foreign language learning from a sociocultural perspective on language and learning with practical concerns about second and foreign language pedagogy it presents a set of studies whose focus is on the empirical description of particular practices constructed in classroom interaction that promote the learning of a second or foreign language the authors examine in detail the processes by which the learning of additional languages is accomplished in the interaction of a variety of classrooms and in a variety of languages not only will the findings from the studies reported in this volume help to lay a foundation for the development of a more expansive sociocultural model of second and foreign language learning but on a more practical level they will help language educators in creating a set of

principles for identifying and sustaining classroom interactional practices that foster additional language development the volume is distinguished in three ways following a vygotskyan perspective on development the studies assume that language learning is a fundamentally pragmatic enterprise intrinsically linked to language use this breaks from a more traditional understanding of second and foreign language learning which has viewed learning and use as two distinct phenomena the importance of classroom interaction to additional language development is foregrounded the investigations reported in this book are distinguished by their methodological approach because language learning is assumed to be a situated context sensitive and dynamic process the studies do not rely on traditional experimental methods for collecting and analyzing data but rather they involve primarily the use of ethnographic and discourse analytic methods the studies focus on interactional practices that promote second and foreign language learning although a great deal of research has examined first language learning in classrooms from a sociocultural perspective little has looked at second and foreign language classrooms from such a perspective thus there is a strong need for this volume of studies addressing this area of research researchers teacher educators and graduate students across the fields of second and foreign language learning applied linguistics and language education will find this book informative and relevant because of the programmatic implications arising from the studies it will also appeal to teacher educators and teachers of second and foreign languages from the elementary to the university levels

Second and Foreign Language Learning Through Classroom Interaction

2000

this volume offers fresh perspectives on a controversial issue in applied linguistics and language teaching by focusing on the use of the first language in communicative or immersion type classrooms it includes new work by both new and established scholars in educational scholarship second language acquisition and sociolinguistics as well as in a variety of languages countries and educational contexts through its focus at the intersection of theory practice curriculum and policy the book demands a reconceptualization of code switching as something that both proficient and aspiring bilinguals do naturally and as a practice that is inherently linked with bilingual code switching

Second Language Learning Through Cooperative Learning

2007

the handbook of technology and second language teaching and learning presents a comprehensive exploration of the impact of technology on the field of second language learning the rapidly evolving language technology interface has propelled dramatic changes in and increased opportunities for second language teaching and learning its influence has been felt no less keenly in the approaches and methods of assessing learners language and researching language teaching and learning contributions from a team of international scholars make up the handbook consisting of four parts language teaching and learning through technology the technology pedagogy interface technology for l2 assessment and research and development of technology for language learning it considers how technology assists in all areas of language development the emergence of pedagogy at the intersection of language and technology technology in language assessment and major research issues in research and development of technologies for language learning it covers all aspects of language including grammar vocabulary reading writing listening speaking pragmatics and intercultural learning as well as new pedagogical and assessment approaches and new ways of conceiving and conducting research and development the handbook of technology and second language teaching and learning demonstrates the extensive multifaceted implications of technology for language teachers learners materials developers and researchers

First Language Use in Second and Foreign Language Learning

2009-08-24

this useful sourcebook contains 12 chapters written by experienced classroom practitioners in hong kong one theme appears constantly in these chapters that in the english language classroom whether at primary secondary or tertiary levels high interest and positive motivation occur through active learning when literary texts literary techniques and literariness are featured in this book full coverage is given to the use of poetry prose and drama in language learning and teaching at all three levels of the education system the tasks and activities described here have been shown to work with all bands of students this book is ideally suited both for practising teachers and participants in teacher education programmes in hong kong and the rest of s e asia it will be particularly useful for primary and secondary teachers of english wishing to incorporate appropriate and relevant teaching activities so as to meet the goals of the new target oriented english language curriculum

The Handbook of Technology and Second Language Teaching and Learning

2019-12-05

this book examines different theoretical perspectives on the role that interaction plays in second language acquisition the principal perspectives are those afforded by the interaction hypothesis socio cultural theory and the levels of processing model interaction is therefore defined broadly it is seen as involving both intermental and intramental activity the theoretical perspectives are explored empirically in a series of studies which investigate the relationship between aspects of interaction and second language acquisition a number of these studies consider the effects of interaction on the acquisition of vocabulary word meanings by both adult and child l2 learners in addition the effects of language aptitude on input processing are considered further studies consider the contribution that interaction makes to the acquisition of grammatical knowledge these studies provide clear evidence that social and intermental interaction are major forces in the acquisition of an l2 finally the book considers a number of pedagogic specifications in particular the importance of discourse control as a means of learners obtaining the quality of interaction likely to foster acquisition is discussed

Learning Language Through Literature

1997-05-01

this element examines how pedagogical innovation in language classrooms can be mediated through language teacher education lte by subjecting the author s own practices as a teacher educator to scrutiny starting from the premise that implementing innovation can be a challenging enterprise effective lte is framed as being built on helping practitioners to recognise and confront often deeply rooted beliefs and adjust subsequent practices through critical reflection on what an innovation may look like both theoretically and practically a critically reflective lens is then applied to the author s own work as a teacher educator over several years through a research approach known as self study of teacher education practices or s step the approach highlights changes to the author s beliefs and practices as lessons emerged from beginning teachers engagement with innovative ideas these are presented with the aim of better understanding how teachers beliefs and practices with regard to innovation can be enhanced effectively

Learning a Second Language through Interaction

1999-12-15

this book explores implications for applied linguistics of recent developments in technologies used in second language teaching and assessment language analysis and language use focusing primarily on english language learning the book identifies significant areas of interplay between technology and applied linguistics and it explores current perspectives on perennial questions such as how theory and research on second language acquisition can help to inform technology based language learning practices how the multifaceted learning accomplished through technology can be evaluated and how theoretical perspectives can offer insight on data obtained from research on interaction with and through technology the book illustrates how the interplay between technology and applied linguistics can amplify and expand applied linguists understanding of fundamental issues in the field through discussion of computer assisted approaches for investigating second language learning tasks and assessment it illustrates how technology can be used as a tool for applied linguistics research

Multilingual Education Through Compact Courses

1989

interest in content and language integrated learning clil in europe and beyond has increased exponentially since it first appeared on the scene in europe in the early 1990s clil has grown to become a much discussed topic of language education today with the number of publications pertaining to the field continuing to increase researchers teachers teacher trainers course planners and others involved in clil are constantly searching for new studies to help them understand how clil is evolving and how best it can be implemented as the concept is now informing the pedagogical principles of different educational realities research and reflection are now required to further understand its potential and implications its inherent difficulties and possible applications this volume was conceived with this idea in mind the book primarily covers three macro areas learning teaching and training it provides insight into the latest areas of research and reflection that are characterizing the clil field in the current decade the wide range of topics covered reveal for example a shift in interest towards clil at the tertiary level focusing on lecturer and student perceptions and problems

Mediating Innovation through Language Teacher Education

2022-11-10

learning language and using language to learn is at the core of any educational activity bringing together a globally representative team of experts this volume presents an innovative and empirically robust collection of studies that examine the role of language in education with a particular emphasis on features of school relevant language in middle childhood and adolescents and its precursors in early childhood it addresses issues such as how children s linguistic and literacy experiences at home prepare them for school how the classroom functions as a language mediated learning environment and how schools can support language minority students in academic attainment set in three parts early childhood middle childhood and adolescence and learning in multilingual contexts each part features a discussion from experts in the field to stimulate conversation and further routes for research its structure will make it useful for anyone interested in ongoing efforts towards building a pedagogically relevant theory of language learning

English Language Learning and Technology

2003-12-17

this research and pedagogy oriented book delves into the study and application of incidental vocabulary acquisition in english through captioned videos this technology offers efl students of different ages more opportunities for vocabulary learning compared to the traditional classroom this book reviews the conceptual methodological theoretical and practical issues associated with captioned videos and offers innovative ideas to help researchers graduate students and classroom practitioners enhance learners vocabulary acquisition at all levels

A Journey through the Content and Language Integrated Learning Landscape

2017-11-06

learning through a foreign language is recognized as one means of significantly enhancing competence in that language this book presents european perspectives on means of structuring curricula which integrate content and language learning it also provides details of the outcomes from such progammes and describes the current and future challanges ahead of wider scale adoption of content and language integrated learning clil

Learning through Language

2021-10-28

virtual exchanges provide language learners with a unique opportunity to develop their target language skills support inter cultural exchange and afford teacher candidates space to hone their teaching craft the research presented in this volume investigates the role of virtual exchanges as both a teaching tool to support second language acquisition and a space for second language development practitioners obtain guidance on the different types of exchanges that currently exist and on the outcome of those exchanges so that they can make informed decisions on whether to include this type of program in their language teaching and learning classrooms to this end this edited volume contains chapters that describe individual virtual exchanges along with results of research done on each exchange to show how the exchange supported specific second language teaching and learning goals

Language Learning Through Captioned Videos

2020-11-29

the narrowing of english language education curriculum in many contexts has negatively impacted classroom teaching and learning high stakes standardized testing scripted curricula and the commodification of english have converged to challenge socially meaningful classroom literacy instruction that promotes holistic development although in different ways these factors have shaped the teaching of english as both first and second language how can english educators respond this book argues that the first step is to take account of the broader policy political and cultural landscape and to identify the key constraints affecting teachers students and parents these will set the broad parameters for developing local pedagogic approaches while still recognizing the constraints that actively push against them using singapore english language teaching as a case study this book illustrates how this

process can unfold and how media literacy principles were vernacularized to design english classroom pedagogies that stretched the bounds of what is acceptable and possible in the local context

<u>Learning Through a Foreign Language</u>

1999

this book builds upon the growing field of linguistic landscape in order to demonstrate the power of a spatialized approach to language culture and literacy education as it opens classrooms and cultivates new competencies the chapters develop major themes including re imagining language curricula language classrooms and schoolscapes in dialogue with the heteroglossic discourses of the local developing l2 learners symbolic translingual competencies through engagement with situated multimodal texts fostering critical social awareness through language study in the linguistic landscape expanding opportunities for situated l2 reading and writing and cultivating language students capacities for engaged scholarship and research in out of class contexts by exploring the pedagogical possibilities of place based approaches to literacy development this volume contributes to the reimagining of language education through the linguistic landscape

Second Language Teaching and Learning through Virtual Exchange

2022-02-21

novice and experienced educators who have considered moving some or all of their language courses online will find this text an invaluable starting point and resource throughout the process in non technical prose with emphasis throughout on excellence in pedagogical practice the text takes both the new and experienced language instructor through the nuts and bolts of online teaching practices and uses multiple examples of online instructional conversations to illustrate these practices teaching in asynchronous written asynchronous oral synchronous written synchronous oral and combinations of these environments are discussed and exemplary practices provided for each an excellent place to both begin and augment language teaching online when it comes to language learning the question is no longer whether online instruction is effective but rather how to go about creating effective learning opportunities online this question is answered with admirable clarity by meskill and anthony through exposition and example they demonstrate those areas of language pedagogy that are more effectively dealt with through online than face to face instruction the book is valuable addition to the growing list of books on the subject and will be valued by experienced as well as novice online language teachers david nunan university of hong kong this is an ideal book for language educators who value a sociocultural view of second language learning and want to teach effectively online using cutting edge judiciously chosen technologies and internet resources meskill and anthony have crafted an impressive set of tools for both the novice and the experienced online instructor with many authentic examples in a number of languages masterfully combining modalities so as to appeal to the digital learners of the 21st century dorothy chun university of california

From Language Skills to Literacy

2018-11-01

an analysis of learning a second language through process drama topics covered include evoking dramatic moments in second language learning and teaching the nature of teacher student interaction in drama orientated language classrooms and the psycho social aspect of drama on learning

Language Teaching in the Linguistic Landscape

2022-02-05

this volume encompasses the range of research questions on language related problems that arise in language teaching learning and assessment the 150 chapters are written by experts in the field who each offer their insights into current and future directions of research and who suggest several highly relevant research questions topics include but are not limited to language skills teaching language skills assessment and testing measurement feedback discourse analysis pragmatics semantics language learning through technology call mall esp eap erpp tblt materials development genre analysis needs analysis corpus content based language teaching language teaching and learning strategies individual differences research methods classroom research form focused instruction age effects literacy proficiency and teacher education and teacher development the book serves as a reference and offers inspiration to researchers and students in language education an important skill in reviewing the research literature is following a study s plan of attack broadly this means that before accepting and acting upon the findings one considers a the research question is it clear and focused measurable b the subjects examined the methods deployed and the measures chosen do they fit the study s goal and have the potential to yield useful results and c the analysis of the data do the data lead to the discussion presented has the author reasonably interpreted results to reach the conclusion mohebbi and coombe s book research questions in language education and applied linguistics a reference guide helps budding researchers take the first step and develop a solid research question as the field of language education evolves we need continual research to improve our instructional and assessment practices and our understanding of the learners language learning processes this book with its remarkable 150 topics and 10 times the number of potential research questions provides a wealth of ideas that will help early career researchers conduct studies that move our field forward and grow our knowledge base deborah j short ph d director academic language research training past president tesol international association 2021 22 as a teacher in graduate programs in tesol i frequently come across the frustration of students at centering their research interests on a particular topic and developing research questions which are worth pursuing so as to make a contribution to the field this frustration stems from the fact that our field is so vast and interrelated that it is often impossible to properly address all that interests them hence i wholeheartedly welcome this most relevant and innovative addition to the research literature in the field of tesol and applied linguistics coombe and mohebbi have created a real tour de force that stands to inform budding researchers in the field for many years to come additionally the cutting edge depiction of the field and all it has to offer will no doubt update the research agendas of many seasoned researchers around the world the 150 chapters are organized in a most powerful yet deceptively simple way offering a positioning within the topic suggesting questions that might direct inquiry and offering a basic set of bibliographic tools to start the reader in the path towards research what is more the nine sections in which the chapters are organized leave no area of the field unexplored dr gabriel díaz maggioli academic advisor institute of education universidad ort del uruguay president iatefl chapter metacognition in academic writing learning dimensions is available open access under a creative commons attribution 4 0 international license via link springer com

Learning Through Two Languages

1987

to respond to the multilingual turn in language education this volume constitutes a challenge to the traditional monolingual and native speakerism paradigm in the field of teaching english to speakers of other languages tesol through a translanguaging lens the chapters offer complex global perspectives with contributions from five continents to open critical conversations on how to conceptualize and implement translanguaging in teacher education and classrooms of various contexts the researchers exhibit a shared commitment to transforming tesol profession that values teachers and learners full linguistic repertoires this volume should prove a valuable resource for students teachers and researchers interested in english teaching

and learning applied linguistics second language acquisition and social justice

Teaching Languages Online

2010

the contributions to the volume examine in detail diverse aspects of second language education ranging from a focus on the basic contributions of linguistic theory and research to our understanding of second language learning and teaching on the one hand to a series of reviews of innovative language education practices in selected regions of the world on the other

Words Into Worlds

1998-05-27

while posing important questions about how learning proceeds with new technologies this volume demonstrates how teachers captivate the imagination of learners from school children to postgraduates by providing real world purposes for language the authors are from educational institutions in many regions of the world and describe technology use from the lowest levels such as word processing and scanning to high end multimedia and interactive communications through voice and video on the internet technology is perhaps the best means to creating an environment conducive to language learning technology can support teachers in making language learning faster easier less painful and more engaging and helps create an optimal language learning environment learning languages through technology reflects the many and varied ways teachers are currently using computers and the internet and provides a rich resource for both novice and expert educator the volume is divided into four sections language development online skill building through technology content based and task based learning collaborative call authentic audience in a based world constructivism in professional development features throughout the volume are helpful to pre and in service teachers each chapter opens with a preview of ideas to ponder before reading and each of the four sections begins with a preview of the chapters and concludes with a thought provoking issue in technology and pedagogy follow up questions for class discussion further research and activities appear at the end of each section leading readers further into the discussion of the role technology plays in learning both currently and in the future appendices list the tools software and sites helpful in using technology with learners

Research Questions in Language Education and Applied Linguistics

2022-01-14

technology has become an integral part of teaching and learning in classrooms around the world teachers are nurturing 21st century learners who grow up with computers gadgets and internet access technology has been an extension of their lives including their academic pursuits technology is of much value for efl learners technology has offered opportunities for learners to access wide range information technology is strongly linked with learner autonomy where students can learn independently in their pace or space it also offers learners more opportunities to collaborate with friends when the information is not scarce for learners teachers are challenged to create innovations and provide learners with exciting learning experiences through technology we can enhance language learning through various digital media language teachers can use the internet to access wealth range of authentic resources materials and tasks technology also allows teachers to communicate with students outside the classroom walls designed for english language teachers and learners this covers both theoretical and practical knowledge of using these technical media in language learning besides elaborating on a general

overview of teaching media as well as its integration in language learning the book also discusses some practical use of digital tools hopefully this book can help efl learners and teachers reap the benefits of technology in the classroom

Envisioning TESOL through a Translanguaging Lens

2020-09-20

in this accessible introduction to vygotskian sociocultural theory narratives illuminate key concepts of the theory these key concepts include mediation zone of proximal development collaborative dialogue and private speech everyday and scientific concepts the interrelatedness of cognition and emotion activity theory and assessment a final chapter provides readers with an opportunity to consider two additional narratives and apply the sct concepts that they have become familiar with we hear from learners teachers and researchers in a variety of languages contexts ages and proficiencies intended for graduate and undergraduate audiences this new edition of the textbook includes controversies in the field improved questions for collaborative discussion and provides updated references to important work in the literature of second language teaching learning and research

Second Language Education

1997

anglophone literature in second language teacher education proposes new ways that literature and more generally culture can be used to educate future teachers of english as a second language arguing that the way literature is used in language teacher education can be transformed the book foregrounds transnational approaches and shows how these can be applied in literature and cultural instruction to encourage intercultural awareness in future language educators it draws on theoretical discussions from literary and cultural studies as well as applied linguistics and is an example how these cross discipline conversations can take place and thus help make second language teacher education slte programs more responsive to the challenges faced by future english language teachers written in the idiom of literary scholarship the book uses ideas of intercultural studies that have gained widespread support at research level yet have not affected literature cultural curricula in slte as the first interdisciplinary study to suggest how slte programs can respond with curricula this book will be of great interest for academics scholars and post graduate students in the fields of applied linguistics l2 and foreign language education teacher education and post graduate tesol it has universal appeal addressing teaching faculty in any third level institution that prepares language teachers and includes literary studies in their curriculum as well as administrators in such organizations

Learning Languages Through Technology

2006

this volume explores a highly topical issue in second and foreign language education the spreading practice in mainstream education to teach content subjects through a foreign language clil has been enthusiastically embraced as a language enrichment measure in many contexts and finally research can offer principled insights into its dynamics and potentials the editors introductory and concluding chapters offer a synthesis of current clil research as well as a critical discussion of unresolved issues relating both to theoretical concerns and research practice the individual contributions by authors from a range of european contexts report on current empirical research in this dynamic field the focus of these chapters ranges from theoretical to empirical from learning outcomes to classroom talk examining both the written and spoken mode across secondary and tertiary educational contexts this

volume is a valuable resource not only for researchers and teachers but also for policy makers

Technology for English Language Learning

2015-02-12

in an increasingly global and mobile society language learning has become critical the authors of this book present new research in the study of language learning including call technology for literacy and second language learning the effect of biliteracy instruction on english reading achievement in bilingual south african children vocabulary knowledge and reading ability in second language learning multilingual learning language learning through sms and podcasts and the linguistic specialisations of perceptual narrowing of speech and functional asymmetries

Sociocultural Theory in Second Language Education

2021-03-15

this book examines how literary texts can be incorporated into teaching practices in an efl classroom it takes a multi faceted approach to how english language teaching and learning can best be developed through presentation and exploration of literary texts

Anglophone Literature in Second-Language Teacher Education

2010-12-15

computers play a crucial and rapidly evolving role in education particularly in the area of language learning far from being a tool mimicking a textbook or teacher computer assisted language learning call has the power to transform language learning through the pioneering application of innovative research and practices technological innovation creates opportunities to revisit old ideas conduct new research and challenge established beliefs meaning that the field is constantly undergoing change this fully revised second edition brings teachers and researchers up to date by offering a comprehensive overview of call and current research issues step by step instructions on conducting research projects in call extensive resources in the form of contacts websites and free software references a glossary of terms related to call closely linked to other branches of study such as autonomy in language learning and computer science call is at the cutting edge of current research directions this book is essential reading for all teachers and researchers interested in using call to make language learning a richer more productive and more enjoyable task ken beatty has taught at colleges and universities in canada asia and the middle east his publications include more than 100 textbooks for learning english as a second language as well as various websites cd roms and educational videos

Language Use and Language Learning in CLIL Classrooms

2012

technology has become an integral part of our everyday lives as today s teachers prepare to instruct a new generation of students the question is no longer whether technology should be integrated into the classroom but how the handbook of research on integrating technology into contemporary language

learning and teaching is a critical scholarly publication that examines the relationship between language education and technology and the ability to improve language education through technological advances featuring coverage on a wide range of topics such as computer assisted language learning flipped instruction and teacher education this publication is geared toward researchers practitioners and education professionals seeking relevant research on the improvement of language education through the use of technology

Language Learning

2015-08-03

this innovative research and pedagogy oriented book delves into the study and application of incidental vocabulary acquisition in english through captioned videos this technology offers efl students of different ages even greater opportunities for vocabulary learning than the traditional classroom this book reviews the conceptual methodological theoretical and practical issues involved with captioned videos and offers new ideas for enhancing vocabulary development to researchers graduate students and classroom practitioners at all levels

Literature and Language Learning in the EFL Classroom

1996

this volume offers insights on english language education policies in middle eastern and north african countries through state of the art reports giving clear assessments of current policies and future trends each expertly drafted by a specialist each chapter contains a general description of english education polices in the respective countries and then expands on how the local english education policies play out in practice in the education system at all levels in the curriculum in teaching and in teacher training essays cover issues such as the balance between english and the acquisition of the national language or the arabic language as well as political cultural economic and technical elements that strengthen or weaken the learning of english this volume is essential reading for researchers policy makers and teacher trainers for its invaluable insights in the role of each of the stakeholders in the implementation of policies

Foreign-language Learning Through Immersion

2013-11-04

the use of technological tools to foster language development has led to advances in language methodologies and changed the approach towards language instruction the tendency towards developing more autonomous learners has emphasized the need for technological tools that could contribute to this shift in foreign language learning computer assisted language learning and mobile assisted language learning have greatly collaborated to foster language instruction out of the classroom environment offering possibilities for distance learning and expanding in class time recent tools for computer and mobile assisted foreign language learning is a scholarly research book that explores current strategies for foreign language learning through the use of technology and introduces new technological tools and evaluates existing ones that foster language development highlighting a wide array of topics such as gamification mobile technologies and virtual reality this book is essential for language educators educational software developers it consultants k 20 institutions principals professionals academicians researchers curriculum designers and students

Teaching & Researching: Computer-Assisted Language Learning

2018-02-23

the studies in this volume investigate how multilingual education involves a critical engagement with questions of identity and culture and a movement towards new ways of being and belonging it addresses previously under explored issues in particular the integration of theories like thirdness and practices of language education and maintenance with relevance to the asia pacific region the analyses reveal the delicate balance of interests of all stakeholders and offer detailed insights into the reality of multilingual education with specific examples of chinese english japanese and tamil in a globalised world effective language education has become increasingly important and the studies presented here have the potential to inform and advance evidence based multilingual education through adding important dimensions of theoretical exploration and refreshing empirical resources

Handbook of Research on Integrating Technology Into Contemporary Language Learning and Teaching

2020

the ability to effectively communicate with individuals from different linguistic and cultural backgrounds is an invaluable asset learning a second language proves useful as students navigate the culturally diverse world however studying a second language can be difficult for learners who are not immersed in the real and natural environment of the foreign language also changes in education and advancements in information and communication technologies pose a number of challenges for implementing and maintaining sound practices within technology enhanced language learning tell cross cultural perspectives on technology enhanced language learning provides information on educational technologies that enable language learners to have access to authentic and useful language resources readers will explore themes such as language pedagogy how specific and universal cultural contexts influence audio visual media used in technology enhanced language learning tell and the use of english video games to promote foreign language learning this book is a valuable resource for academicians education practitioners advanced level students and school administrators seeking to improve language learning through technology based resources

Language Learning Through Captioned Videos

2016-12-15

English Language Education Policy in the Middle East and North Africa

2019-10-25

Recent Tools for Computer- and Mobile-Assisted Foreign Language Learning

2016-09-17

Critical Perspectives on Language Education

2018-06-08

Cross-Cultural Perspectives on Technology-Enhanced Language Learning

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