Expanding Global Horizons Through Technology Enhanced Language Learning This volume provides a comprehensive account of project-based language learning (PBLL) which showcases key theoretical approaches, empirical research, technological tools, and research-based frameworks to help further PBLL implementation and research. Taking its cue from the conclusions drawn from project-based learning more broadly, which point to the impact of project-based work on learning and development, discourse socialization, subject engagement, and collaborative skills, the book highlights how these discussions might be extended and enhanced within the context of language learning. The volume begins with discussions of philosophical and theoretical models of PBLL and is followed by case studies from contributors from a range of learning contexts and geographic regions which demonstrate these models in practice, with a focus on the implementation of technology in such instances. The book also introduces resources for aligning projects with government standards in the classroom but also frameworks for researching and assessing PBLL. This comprehensive collection is essential reading for students and researchers in language learning and teaching, language education, curriculum design, and applied linguistics.

Online Course Management: Concepts, Methodologies, Tools, and Applications This volume gives language teachers, software designers, and researchers who wish to use technology in second or foreign language education the information they need to absorb what has been achieved so far and to make sense of it. It is designed to enable the kind of critical reading of a substantial literature that leads to a balanced and detailed knowledge of the field. Chapter by chapter, the book builds, through description, analysis, examples, and discussion, a detailed picture of modern CALL. In this book, the label “CALL” is interpreted broadly to include technology-enhanced language learning, Web-enhanced language learning, and information and communication technologies for language learning. The work is distinguished by its attention to a range of languages rather than just English. The authors first set the scene and introduce major areas of interest and growth in CALL, and then look in depth at seven important dimensions: design, evaluation, computer-mediated communication, theory, research, practice, and technology. Chapters on each of these topics include a description that reviews the recent literature, identifies themes, and presents representative projects that illustrate the dimension, followed by a discussion that provides in-depth analysis, and a conclusion offering suggestions for further work. Detailed references and links connect the description and discussion with original works and primary sources so the reader can follow up easily on areas of personal interest. Two concluding chapters discuss how the various dimensions might be brought together, the first from a practical point of view, the second with a view to the development of CALL as a whole.

Technology and the Psychology of Second Language Learners and Users Inclusive Technology Enhanced Learning draws together a remarkable breadth of research findings from across the field, providing useful data on the power of technology to solve cognitive, physical, emotional or geographic challenges in education. A far-ranging assessment, this book combines research, policy, and practical evidence to show what digital technologies work best for which learners and why. Inclusive Technology Enhanced Learning takes a number of unique perspectives, looking at uses of digital technologies through a detailed learning framework; considering different groups of users and how they can be individually supported through digital technologies; and exploring how those who support different categories of learners can apply technologies to their specific support needs. This powerful meta-analysis of research on technology enhanced learning will be invaluable reading for anyone concerned with the impacts of digital technologies on learning across subject areas, age ranges, and levels of ability.
Task-Based Language Learning and Teaching with Technology Find out about practical classroom activities and the language learning theories they support. Find out about using technology to develop speaking, listening, reading, and writing. Find out how to use technology for assessment, study skills, and young learners.

Technology-Enhanced Language Learning for Specialized Domains "By exploring the recent development of new technologies for language teaching and learning, this book provides an academic source of state-of-the-arts research among Technology-Enhanced Language Teaching and Learning (TELL). This book goes beyond traditional discussion on technology enhanced learning provides research and insights on increasing the efficiency of learning for individuals and groups, and understanding of the learning process by exploring links among human learning, cognition, and technologies."

Technology-Enhanced Teaching and Learning of Chinese as a Foreign Language "This book provides valuable insights for those already involved in this area, and inspiration for those who have some interest in carrying out this kind of training, but as yet have little or no experience. This book explores the current status of CALL teacher education and discusses issues and challenges CALL teacher educators face in their own contexts. Specifically, it looks at postgraduate CALL courses offered at different universities to find ways of improving CALL teacher training. It represents the first overview of a topic that is relevant to most postgraduate courses in Applied Linguistics or TESOL across the globe.

Language MOOCs: 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.

WorldCALL Language teachers' competencies in computer-assisted language learning (CALL) are a crucial factor affecting their own implementation of CALL. However, there is still a concern that many language teachers are not adequately prepared to make effective use of CALL or to identify and evaluate potential CALL solutions. This can be the result of many different factors and raises the question of how to train teachers to develop their CALL knowledge and skills to a greater degree. The discussion of approaches to training language teachers in the use of technology adopted in areas of Australia, the UK and the US provides valuable insights for those already involved in this area, and inspiration for those who have some interest in carrying out this kind of training, but as yet have little or no experience. This book explores the current status of CALL teacher education and discusses issues and challenges CALL teacher educators face in their own contexts. Specifically, it looks at postgraduate CALL courses offered at different universities to find ways of improving CALL teacher training. It represents the first overview of a topic that is relevant to most postgraduate courses in Applied Linguistics or TESOL across the globe.

Insights Into Technology Enhanced Language Pedagogy This edited collection considers the relationship between task-based language teaching (TBLT) and technology-enhanced learning. TBLT is concerned with a number of macro-tasks such as information gathering and problem-solving as well as evaluative tasks, all of which are increasingly available via online and Web-based technologies. Technology Enhanced Learning refers to a broad conception of technology use in the language classroom and incorporates a range of interactive learning technologies such as Interactive Whiteboards and mobile learning devices. The popularity of Web 2.0 technologies (blogs, wikis, social networking sites, podcasting, virtual worlds), as well as practical applications of mobile learning, place a fresh emphasis on creating project-oriented language learning tasks with a clear real-world significance for learners of foreign languages. This book examines the widespread interest in these new technology-enhanced learning environments and looks at how they are being used to promote task-based learning. This book will appeal to practitioners and researchers in applied linguistics, second language acquisition and education studies.

Cross-Cultural Perspectives on Technology-Enhanced Language Learning The new media have long become an essential part of the foreign language classroom, and computer enhanced language pedagogy is now becoming a standard in schools. What follows is a growing interest in the research into the effectiveness of such a practice as well as building bridges between the new media and traditional language teaching methodology. "Insights into Technology Enhanced Language Pedagogy" does that by bringing together the results of a number of recent studies, most of which have been carried out in Poland.

Technology Enhanced Language Learning This module on computer assisted language learning provides novice and experienced second and foreign language (L2) teachers alike with an introduction to the field of computer assisted language learning (CALL). The module first provides a historical overview of the field and then explores the most widely
Teacher Development in Technology-Enhanced Language Teaching This edited volume brings together large-scale research as well as case studies from a range of geographical contexts and represents a variety of educational settings involving second language learners and users. Its aim is to explore the interrelated issues of psychology and technology use in second language learning settings as well as in more autonomous environments. As language learning professionals continue to devote more time and attention to making various technological tools an integral part of the classroom, it is just as important to understand the influences that these tools have on the psychological state of the learners who use them. In consideration of this objective, the volume examines factors such as learner attitudes and motivation, emotion and behaviour, and the cognitive processes that are at play in the minds of the language users. This volume will be of interest not only to language teachers but also to researchers working in second language acquisition (SLA), applied linguistics, and educational psychology.

Language Teacher Education and Technology Drawing on research and hands-on experience, this book includes contributions which draw on linguistic research on 2nd and 3rd language acquisition, as well as case studies of specific challenges in teaching content courses in various disciplines, to offer a roadmap of how educators might facilitate the learning of their bilingual student cohort.

The Handbook of Technology and Second Language Teaching and Learning

Technology-Enhanced Professional Learning The flipped classroom methodology is one of the latest innovations in the field of education, challenging traditional notions of the classroom experience. Applying this methodology to language learning has the potential to further engage students and drive their understanding of key concepts. Flipped Instruction Methods and Digital Technologies in the Language Learning Classroom explores the latest educational technologies and web-based learning solutions for effective language learning curricula. Featuring emergent research on critical topics and innovations in the field of education, this publication is an essential resource for educators, administrators, instructional designers, pre-service teachers, and researchers in the field of education.

Technology Enhanced Learning: Best Practices Technology-Enhanced Teaching and Learning of Chinese as a Foreign Language provides new and experienced teachers of Chinese with a timely review and evaluation of the use of technology in the language classroom. The book draws from Second Language Acquisition theories and empirical studies to demonstrate the use of technologies in facilitating language learning. With a strong practical and pedagogical focus, this is an ideal resource for current and prospective teachers of Chinese as a Foreign Language. Key features include: Demonstration and analysis of technologies in use Principles and methods to evaluate instructional technologies Summary tables presenting the key functions of each technology tool Online resources include up-to-date information on new technologies and tools to address the ever-changing nature of the topic.

Technology in Language Learning: an Overview "Contains over 130 practical classroom activities suitable for beginners to more advanced learners, incorporating a wide range of up-to-date tools, such as mobile technologies and social networking"—Cover, page [4].

The Routledge Handbook of Language Learning and Technology The use of information and communication technologies (ICTs) in education has revolutionized learning. Shifting beyond traditional mode of education, the integration of ICTs has become an advantage for students at tertiary education when used for the right purpose to enhance learning. The use of technology brings forth a flexible and accessible mode of education and bridges the gap of learning across borders. This enables students at tertiary level to have access to other universities and academic resource materials globally, thereby expanding their knowledge. Thus, it is crucial to consider the development of technology in education as part of a comprehensive pedagogical framework and take into account new developments in ICTs. ICT-Based Assessment, Methods, and Programs in Tertiary Education is an essential research publication that provides relevant theoretical frameworks and recent empirical research findings on integrating ICTs in tertiary education to enhance learning and allow students to take more control of their learning. Highlighting topics such as assessment, language learning, and e-learning, this book is ideal for teachers, professionals, academicians, researchers, administrators, curriculum designers, instructional designers, and students.

Recent Developments in Technology-Enhanced and Computer-Assisted Language Learning This volume brings together chapters which collectively address issues relating to inclusive language education and technology. Topics include language teaching to the Deaf, Hard of Hearing and students with dyslexia, benefits of multimodal approaches for language learning, examples of software use in the language classroom, and copyright matters. The book demonstrates not only a commitment to inclusive practices but suggests practical ideas and strategies for practising and aspiring language teachers and those in support roles. The book also provides case studies and relates the issues to theoretical and policy frameworks. In drawing on different European perspectives, the book aims to promote discussion and collaboration within an international community of practice, especially about the role of technology in widening and strengthening opportunities for teachers and pupils alike and ensuring more effective Modern Foreign Language teaching, learning and
assessment for all learners.

CALL Dimensions The pace at which technology changes has created unique challenges in the integration of such technologies into language teaching and learning. Innovative pedagogies and strategies must be developed that adapt to these changes and accommodate future technological changes. Recent Developments in Technology-Enhanced and Computer-Assisted Language Learning is an essential research publication that focuses on technological influences on language education and applications of technology in language learning courses including foreign and second language learning. Featuring an array of topics such as artificial intelligence, teacher preparation, and distance learning, this book is ideal for teachers, language instructors, IT specialists, instructional designers, curriculum developers, researchers, education professionals, academicians, administrators, practitioners, and students.

Multiculturalism and Technology-Enhanced Language Learning For teachers of English, connecting with non-native students can pose significant problems, but communication technologies may offer a viable solution. Cases on Communication Technology for Second Language Acquisition and Cultural Learning provides educators with valuable insight into methods and opportunities for using technology to teach students a foreign language. Theoretical and pragmatic cases illustrate teaching strategies and methodologies, hardware and software development, administrative concerns, and cross-cultural considerations with respect to effective educational technologies. Educators and students, as well as administrators and developers, will use this book to improve the effectiveness of second language curricula across a variety of intercultural perspectives.

Technology Enhanced Language Learning The implementation of technological tools in classroom settings provides significant enhancements to the learning process. When utilized properly, students can achieve better knowledge and understanding. Multiculturalism and Technology-Enhanced Language Learning is a critical source of research for the latest perspectives on the intersection of cross-cultural studies and technology in foreign language learning classrooms. Highlighting pertinent topics across a range of relevant coverage, such as mobile learning, game-based learning, and distance education, this book is ideally designed for educators, researchers, academics, linguists, and upper-level students interested in the latest innovations for language education.

Design of Technology-Enhanced Learning Technology-Enhanced Language Learning for Specialized Domains provides an exploration of the latest developments in technology-enhanced learning and the processing of languages for specific purposes. It combines theoretical and applied research from an interdisciplinary angle, covering general issues related to learning languages with computers, assessment, mobile-assisted language learning, the new language massive open online courses, corpus-based research and computer-assisted aspects of translation. The chapters in this collection include contributions from a number of international experts in the field with a wide range of experience in the use of technologies to enhance the language learning process. The essays have been brought together precisely in recognition of the demand for this kind of specialised tuition, offering state-of-the-art technological and methodological innovation and practical applications. The topics covered revolve around the practical consequences of the current possibilities of mobility for both learners and teachers, as well as the applicability of updated technological advances to language learning and teaching, particularly in specialized domains. This is achieved through the description and discussion of practical examples of those applications in a variety of educational contexts. At the beginning of each thematic section, readers will find an introductory chapter which contextualises the topic and links the different examples discussed. Drawing together rich primary research and empirical studies related to specialized tuition and the processing of languages, Technology-Enhanced Language Learning for Specialized Domains will be an invaluable resource for academics, researchers and postgraduate students in the fields of education, computer assisted language learning, languages and linguistics, and language teaching.

Technology-Enhanced Learning The exponential growth and development of modern technologies in all sectors has made it increasingly difficult for students, teachers and teacher educators to know which technologies to employ and how best to take advantage of them. The Routledge Handbook of Language Learning and Technology brings together experts in a number of key areas of development and change, and opens the field of language learning by exploring the pedagogical importance of technological innovation. The handbook is structured around six themes: historical and conceptual contexts core issues interactive and collaborative technologies for language learning corpora and data driven learning gaming and language learning purpose designed language learning resources. Led by fundamental concepts, theories and frameworks from language learning and teaching research rather than by specific technologies, this handbook is the essential reference for all students, teachers and researchers of Language Learning and TESOL. Those working in the areas of Applied Linguistics, Education and Media Studies will also find this a valuable book.

Inclusive Language Education and Digital Technology This book uncovers the important issues in language learning and teaching in the intelligent, digital era. Social connectivity is a contemporary style of learning and living. By engaging in the connectivity of physical and digital worlds, how essential parts of language learning and teaching can be achieved? How can the advanced technologies, such as virtual reality and artificial intelligent, be used to solve the problems encountered by language learners? To answer the above mentioned question, plenty of inspiring studies are included in the book. It is a platform of exchange for researchers, educators, and practitioners on the theory and/or application of state-of-the-art uses of technology to enhance language learning.

Emerging Concepts in Technology-enhanced Language Teaching and Learning How can you use technology for pedagogic purposes in the language classroom? Technology Enhanced Language Learning discusses how the use of technology opens
up opportunities for learning, how it enables different types of learning, and how it affects language use.

Technology-enhanced Language Learning This book explores language teacher development in computer-assisted language learning (CALL) environments and discusses approaches, tasks and resources that can guide language teachers to develop their skills and strategies for technology-enhanced language teaching (TELT). It looks at key aspects of CALL in terms of pedagogy and technology and proposes a model of CALL teacher development, which incorporates essential elements of teacher learning in CALL. Further, the author presents practical tasks and tips on how to develop knowledge and skills for the use of digital technologies in language teaching and suggests ideas to improve language teacher training and development.

Technology-Enhanced Language Learning for Specialized Domains Technology-Enhanced Professional Learning addresses the need for continuous workplace learning that derives from the emergence of new, specialized, and constantly changing work practices. While continuous learning is fundamental to enabling individuals to function in and productively shape contemporary workplaces, digital technology is increasingly central to productive workplace practice. By examining the intersection of human learning processes, emergent work practices, and patterns of use of digital technology to support learning and work, this edited collection brings the disparate fields of professional learning and technology-enhanced learning together to advance theory and practice in both realms.

Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications As technological innovation continues to affect language pedagogy, there is an increasing demand for information, exemplars, analysis and guidance. This edited volume focuses on international perspectives in Computer-Assisted Language Learning (CALL) in all of its forms, including Technology Enhanced Language Learning, Network-Based Language Learning, Information and Communication Technologies for Language Learning.

Emerging Concepts in Technology-Enhanced Language Teaching and Learning Technology-enhanced learning is a timely topic, the importance of which is recognized by educational researchers, practitioners, software designers, and policy makers. This volume presents and discusses current trends and issues in technology-enhanced learning from a European research and development perspective. This multifaceted and multidisciplinary topic is considered from four different viewpoints, each of which constitutes a separate section in the book. The sections include general as well as domain-specific principles of learning that have been found to play a significant role in technology-enhanced environments, ways to shape the environment to optimize learners' interactions and learning, and specific technologies used by the environment to empower learners. An additional section discusses the work presented in the preceding sections from a computer science perspective and an implementation perspective. This book comes out of the work in Kaleidoscope: a European Network of Excellence in which over 1,000 people from more than 90 institutes across Europe participate. Kaleidoscope brings together researchers from diverse disciplines and cultures, through their collaboration and sharing of scientific outcomes, they are helping move the field of technology-enhanced learning forward.

Flipped Instruction Methods and Digital Technologies in the Language Learning Classroom

Technology-Enhanced Learning and Linguistic Diversity Language MOOCs (or LMOOCs) are dedicated Web-based online courses for second languages with unrestricted access and potentially unlimited participation. They are generating interest and expectation in the contexts of university education, lifelong learning and online training in general. This pioneering book presents an initial analysis of the theoretical and methodological issues underlying LMOOCs and presents empirical evidence of their potential for the development of language communicative competences, based upon previously unpublished research. It provides a mosaic-like view of LMOOC research, not only with respect to the geographical and institutional origin of its authors, but also to the heterogeneous nature of their respective academic backgrounds, and suggests directions for future development. As in other types of online language courses, the integration of the results of multidisciplinary research projects and teaching experiences related to LMOOCs is fundamental to make the field advance steadily and respond to some of the real challenges and problems faced by individuals working and living in competitive plurilingual societies today.

Technology Enhanced Language Learning: connecting theory and practice - Oxford Handbooks for Language Teachers This book explains how educational research can inform the design of technology-enhanced learning environments. After laying pedagogical, technological and content foundations, it analyses learning in Web 2.0, Social Networking, Mobile Learning and Virtual Worlds to derive nuanced principles for technology-enhanced learning design.

Language Learning with Technology Population diversity is becoming more prevalent globally with increasing immigration, emigration, and refugee placement. These circumstances increase the likelihood that a child will be raised speaking a different language in the home than the common language used in each country. This necessitates the development of comprehensive strategies that promote second language learning through the adoption of new technological advancements. New Technological Applications for Foreign and Second Language Learning and Teaching is a scholarly publication that explores how the latest technologies have the potential to engage foreign and second language learners both within and outside the language classroom and to facilitate language learning and teaching in the target language. Highlighting a range of topics such as learning analytics, digital games, and telecollaboration, this book is ideal for teachers, instructional designers, curriculum developers, IT consultants, educational software developers, language learning specialists, academicians, administrators, professionals, researchers, and students.
Global Perspectives on Project-based Language Learning, Teaching, and Assessment Technology-Enhanced Language Learning for Specialized Domains provides an exploration of the latest developments in technology-enhanced learning and the processing of languages for specific purposes. It combines theoretical and applied research from an interdisciplinary angle, covering general issues related to learning languages with computers, assessment, mobile-assisted language learning, the new language massive open online courses, corpus-based research and computer-assisted aspects of translation. The chapters in this collection include contributions from a number of international experts in the field with a wide range of experience in the use of technologies to enhance the language learning process. The essays have been brought together precisely in recognition of the demand for this kind of specialised tuition, offering state-of-the-art technological and methodological innovation and practical applications. The topics covered revolve around the practical consequences of the current possibilities of mobility for both learners and teachers, as well as the applicability of updated technological advances to language learning and teaching, particularly in specialized domains. This is achieved through the description and discussion of practical examples of those applications in a variety of educational contexts. At the beginning of each thematic section, readers will find an introductory chapter which contextualises the topic and links the different examples discussed. Drawing together rich primary research and empirical studies related to specialized tuition and the processing of languages, Technology-Enhanced Language Learning for Specialized Domains will be an invaluable resource for academics, researchers and postgraduate students in the fields of education, computer assisted language learning, languages and linguistics, and language teaching.

New Technological Applications for Foreign and Second Language Learning and Teaching The rapid growth in online and virtual learning opportunities has created culturally diverse classes and corporate training sessions. Instruction for these learning opportunities must adjust to meet participant needs. Online Course Management: Concepts, Methodologies, Tools, and Applications is a comprehensive reference source for the latest scholarly material on the trends, techniques, and management of online and distance-learning environments and examines the benefits and challenges of these developments. Highlighting a range of pertinent topics, such as blended learning, social presence, and educational online games, this multi-volume book is ideally designed for administrators, developers, instructors, staff, technical support, and students actively involved in teaching in online learning environments.

Inclusive Technology Enhanced Learning “By exploring the recent development of new technologies for language teaching and learning, this book provides an academic source of state-of-the-arts research among Technology-Enhanced Language Teaching and Learning (TELTL) scholars and practitioners to gain insights into and synergy of the theories, pedagogies, technological design and evaluation of TELTL environments for comprehending the trend and strategies of the new digital era as well as investigate the possibility of future TELTL research direction”--

Cases on Communication Technology for Second Language Acquisition and Cultural Learning In a diverse society, the ability to cross communication barriers is critical to the success of any individual personally, professionally, and academically. With the constant acceleration of course programs and technology, educators are continually being challenged to develop and implement creative methods for engaging English-speaking and non-English-speaking learners. Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications is a vital reference source that examines the relationship between language education and technology and the potential for curriculum enhancements through the use of mobile technologies, flipped instruction, and language-learning software. This multi-volume book is geared toward educators, researchers, academics, linguists, and upper-level students seeking relevant research on the improvement of language education through the use of technology.

Handbook of Research on Computer-Enhanced Language Acquisition and Learning 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.

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