Multiculturalism and Technology-Enhanced Language Learning

Part of the Advances in Educational Technologies and Instructional Design Book Series

Dara Tafazoli (Université Laval, Canada) and Margarida Romero (Islamic Azad University, Iran)

Description:

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. Highlights pertinent topics across a range of relevant coverage, such as mobile learning, game-based learning, and distance education.

Readers:

This book is ideally designed for educators, researchers, academics, linguists, and upper-level students interested in the latest innovations for language education.


Topics Covered:

- Blended Learning
- Curriculum Development
- Distance Education
- Game-Based Learning
- Mobile Learning
- Multimedia-Based Teaching
- Virtual Environments

Hardcover + Free E-Book: $190.00  E-Book Only: $190.00

Order Information
Phone: 717-533-8845 x100  Toll Free: 1-866-342-6657  Fax: 717-533-8661 or 717-533-7115  Online Bookstore: www.igi-global.com
Table of Contents

Foreword

Preface

Acknowledgment

Section I
Technology-Enhanced Language Learning in the Classroom

Chapter 1
Encouraging Communication Through the Use of Educational Social Media Tools
Melissa Barnes, Monash University, Australia

Chapter 2
English Journal Writing on Moodle for EFL College Learners: An Investigation of English Self-Efficacy and Writing Performance
Pei-Ling Yang, Oriental Institute of Technology, Taiwan

Chapter 3
Impact of Technology Enhanced Language Learning on the Writing Skills of Engineering Students: A Case Study
Gurleen Ahtluwalia, Punjabi University, India
Deepa Gupta, Panjab University, India

Chapter 4
Multimodal Narratives and iPad in Second Language Teaching
Elena Bañares-Marívela, Universidad de Alcalá, Spain
Laura Rayón-Rumayor, Universidad de Alcalá, Spain

Chapter 5
The Impact of TED-Video on Iranian EFL Learners’ Academic Oral Proficiency
Aram Reza Sadeghi, Semnan University, Iran
Soheila Ghorbani, Semnan University, Iran

Chapter 6
Students as Producers of Digital Audio-Visual Clips in Preparation for a Study Abroad Period
Odette Gabaudan, Dublin Institute of Technology, Ireland

Chapter 7
Use of the Codes of Audio-Visual Media: Strengthening the Sub-Lingual International Communication in Higher Education
Mykola Yeromin, Donetsk National University, Ukraine
Igor Charskykh, Donetsk National University, Ukraine

Section II
Researching Technology-Enhanced Language Learning

Chapter 8

Chapter 9
Teaching Collocations through Web-Based Concordancing: A Corpus Informed Quasi-Experimental Study
Ayşel Şahin Küzü, Firat University, Turkey
Abdurrahman Kilimci, Çukurova University, Turkey

Chapter 10
Mastering Technology-Enhanced Language Learning, Computer-Assisted Language Learning, and Mobile-Assisted Language Learning
Kipokin Kasemsap, Suan Sunandha Rajabhat University, Thailand

Chapter 11
Social Presence Functions in Task Based Language Activities in a Virtual Classroom in Second Life
Sedat Ayakoglu, Abant Izzet Baysal University, Turkey
Golge Seferoglu, Middle East Technical University, Turkey

Chapter 12
Technology-Enhanced Vocabulary Development: Semantic Network Development Model vs. Syntactic Structure Development Model
Arash Golzar, Islamic Azad University Science & Research, Tehran, Iran
Ara Azadazvar, Imam Khomeini University of Naval Sciences, Iran
Javad K Kia Heirati, University of Mazandaran, Iran

Chapter 13
Attitudes of Adult EFL Learners towards Preparing a Language Test via CALL
Nilufer Bekleyen, Dicle University, Turkey
Serkan Çelik, Dicle University, Turkey

Chapter 14
Dynamic Assessment and Multi-Media Language Instruction
Mahnaz Azad, Islamic Azad University, Tehran Medical Sciences Branch, Iran

Chapter 15
Computer Assisted Learning in Slovakia
Ivana Cimermanova, University of Presov, Slovakia

Chapter 16
Challenges Facing E-learning
Vannie Naidoo, University of KwaZulu-Natal, South Africa

Compilation of References

About the Contributors

Index