“The diverse and comprehensive coverage of the interaction between language learning and ICT in this authoritative handbook will contribute to our understanding of how ICT can be successfully implemented in a variety of language learning contexts.”
-Felicia Zhang, University of Canberra, Australia

Language learning is one of the most rapidly changing disciplines. Along with changing perspectives in learning in the field of Second Language Acquisition, information communication technology (ICT) has also created many learning paths to assist the process of learning a second language (L2). In such an ever-evolving environment, teachers, researchers, and professionals in a diverse number of disciplines need access to the most current information about research on the field of computer-enhanced language acquisition and learning.

The Handbook of Research on Computer-Enhanced Language Acquisition and Learning provides comprehensive coverage of successful translation of language learning designs utilizing ICT in practical learning contexts. This authoritative reference source offers researchers, scholars, students, and professionals worldwide, access to the latest knowledge related to research on computer-enhanced language acquisition and learning.

Excellent addition to your library! Recommend to your acquisitions librarian.

www.info-sci-ref.com
Table of Contents

Section I: On-line Resources for Language Learning
Chapter I: Australasian Language Learners and Italian Web Sites
Gabriella Brussino, University of Auckland, New Zealand
Cathy Gunn, University of Auckland, New Zealand

Chapter II: Assessing the benefit of prewriting conferences on drafts
Michael Fitzte, Dubai Women’s College, United Arab Emirates

Chapter III: Blogging and Academic Writing Development
Joel Bloch, The Ohio State University, USA
Cathryn Crosby, The Ohio State University, USA

Chapter IV: Second Language Reading in Hypermedia
Environments
Robert Ariew, University of Arizona, Tucson, USA
Gudan Ercevit, University, Istanbul, Turkey
Susan Coodege, University of Maryland Eastern Shore, USA

Chapter V: Application of Online Questionnaires in Grammar Teaching
Leo Kam-hang Yu, Hong Kong Baptist University, Hong Kong

Chapter VI: Integration of ICT in a secondary school Language Curriculum
Diane Huot, France H. Lemonnier, Josiane Hamers, Université Laval, Québec, Canada

Chapter VII: Computer-Enhanced Grammar Teaching
David Barr, University of Ulster, Northern Ireland

Chapter VII: Multimedia and Speech Technology in Language Learning

Chapter VIII: Research-Based Listening Tasks for Video Comprehension
Luba Iskold, Muhlenberg College, USA

Chapter IX: Amount of Invested Mental Effort in an Aural Multimedia Environment
Linda Jones, University of Arkansas, USA

Chapter X: A Computer-Based Reading Tutor for Young Language Learners
Kenneth Reeder, Margaret Early, Maureen Kendrick & Jon Shapiro
The University of British Columbia, Canada

Chapter XI: Supporting Reflective Learning with Computer Keytroke Logging
Eva Lindgren, Umeå University, Sweden
Marie Stevenson, University of Sydney, Australia
Kirk Sullivan, mél University, Sweden

Chapter XII: Grammar Animations and Cognition
Jörg Matthias Roche, Universität München, Germany; Julia Scheller, Universität München, Germany

Chapter XIII: Evaluation of a Speech Interactive CALL System
Hazel Morton, Nancie Davidson and Mervyn Jack, University of Edinburgh, UK

Chapter XIV: Pedagogy Meets Technology in the Somaically-Enhanced Approach
Maluvan Buranapatanas, KhonKoen University, Thailand

About the Editors:

Felicia Zhang possesses a Bachelor of Arts degree, from the University of Queensland (Australia), a graduate diploma in education from the University of Melbourne, a Master of Arts degree in applied linguistics from the University of Melbourne (Australia), a Teaching English as a Foreign Language Certificate (TEFLA) issued by the Royal Society of Arts (United Kingdom), and a Doctorate in Education from the University of Canberra (Australia). She is currently a senior lecturer in applied linguistics and Chinese at the University of Canberra (Australia). She lectures regularly in Vietnam, China and Australia to prepare English and foreign language teachers for the integration of computer technology in their day to day teaching. Her research interests include the use of speech technology in language teaching and acquisition, e-learning, and integrating computer technology in curriculum design in education. She has published many articles in these areas. She is the 2003 winner of Australian Awards for University Teaching.

Beth Barber graduated with a Bachelor of Arts (honors) from the University of Tasmania (Australia) after studying the psychology of learning and cognitive development, completed an MA and undertook further research in organizational communications at the University of British Columbia, and while pursuing an interest in language acquisition completed a diploma in French language at the University of Victoria (Canada). In 2004, she graduated with an MA (TESOL) from the University of the University of Canberra (Australia). Her experience includes university teaching and research in Australia and Canada. Since 2005, she has worked at the University of Canberra developing and teaching ESL and academic skills programs for university undergraduate and post graduate students, as well as short course professional English programs for adults undertaking career development. An interest in computer enhanced language learning comes from experiences in the 1990’s while working as a Technical Writer for software companies in British Columbia. At that time, she also served as a director of the Canadian Information Processing Society (Victoria, British Columbia). Her publications include academic articles and business, professional and charitable organization newsletters. Her current research interests relate to the acquisition and development of English reading and writing skills, with particular emphasis on the benefits of using computer technology to assist in the learning process.