

ADVANCES IN  
DIGITAL LANGUAGE  
LEARNING AND  
TEACHING

# TEACHING LANGUAGES WITH TECHNOLOGY

COMMUNICATIVE APPROACHES  
TO INTERACTIVE WHITEBOARD USE

A Resource Book for Teacher Development

Edited by Euline Cutrim Schmid  
and Shona Whyte

B L O O M S B U R Y

# Teaching Languages With Technology Communicative Approaches To Interactive Whiteboard Use

**Euline Cutrim Schmid**



## **Teaching Languages With Technology Communicative Approaches To Interactive Whiteboard Use:**

**Teaching Languages with Technology** Euline Cutrim Schmid, Shona Whyte, 2014     Teaching Languages with Technology Euline Cutrim Schmid, Shona Whyte, 2014-11-03 This book draws on theories of second language acquisition SLA to illustrate how interactive white board technology can be exploited to support language acquisition It examines interaction collaboration and negotiation of meaning and focus on form in the communicative language classroom in primary secondary and vocational schools In recent years new technologies have been incorporated into second and foreign language education as tools for implementing teaching methodologies IWBs have established their role in the field of computer assisted language learning CALL and are an effective and inspiring tool which motivates both teachers and learners Although the number of IWBs in classrooms has rapidly increased over the past decade in many parts of the world teacher training materials and pedagogical support for the design evaluation and implementation of IWB based materials in the foreign language classroom has not kept pace Research also shows that language teachers do not always use IWBs in pedagogically sound ways There is a real need for the development of training models and examples of good practice which can support teachers in developing the necessary competencies for exploiting the IWB in ways consistent with current theories of language teaching pedagogy This book provides that best practice and gives a full account of in depth research in an accessible manner

**Implementing and Researching Technological Innovation in Language Teaching** S. Whyte, 2015-04-20  
Implementing and Researching Technological Innovation in Language Teaching takes a case study approach to investigate the integration of the interactive whiteboard IWB into the teaching of English as a Foreign Language EFL in French schools The study highlights the advantages of collaborative action research for stimulating and supporting language teachers in innovative experimentation and seeks to enhance our understanding of the challenges and opportunities inherent in this process Utilising a framework which can inform further research into innovative practices with other interactive technologies this book offers a research design and instruments suitable for assessing classroom adoption of the IWB In this way the study provides insights into general processes of technological innovation in language teaching and learning which is of relevance to further research and teacher development in today's new learning environments     *Computing and ICT in the Primary School* Gary Beauchamp, 2016-09-13 Now fully updated to reflect recent changes in the curriculum Computing and ICT in the Primary School encourages teachers and pupils to realise the potential of a full range of ICT and computing resources Tackling computing head on this book enables trainee and experienced teachers to better understand what computing is and how to use ICT effectively in teaching and learning It is not a how to guide or a collection of lesson plans but instead balances research based theory with everyday experiences challenging readers to understand teaching methods and how they translate into a range of suitable teaching and learning strategies using ICT This book offers primary teachers the knowledge skills and confidence to plan teach and assess creatively to enhance learning across the whole curriculum This

second edition includes updates of all chapters and completely new chapters on mobile technologies social media and modern foreign languages Gary Beauchamp places theory and practice hand in hand providing a uniquely relatable resource based on his own teaching practice classroom experience and research This text is crucial reading for both serving teachers and those in training on undergraduate and PGCE courses Education Studies courses and MA Ed programmes

**The Routledge Handbook of Language Learning and Technology** Fiona Farr,Liam Murray,2016-02-26 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

**The Routledge Handbook of Teaching English to Young Learners** Sue Garton,Fiona Copland,2018-10-10 The Routledge Handbook of Teaching English to Young Learners celebrates the coming of age for the field of research in primary level English Language Teaching With 32 chapters written by international scholars from a wide geographical area including East Africa Mexico the South Pacific Japan France the USA and the UK this volume draws on areas such as second language acquisition discourse analysis pedagogy and technology to provide An overview of the current state of the field identifying key areas of TEYL Chapters on a broad range of subjects from methodology to teaching in difficult circumstances and from Content and Language Integrated Learning CLIL to gaming Suggestions of ways forward with the aim of shaping the future research agenda of TEYL in multiple international contexts Background research and practical advice for students teachers and researchers With extensive guidance on further reading throughout The Routledge Handbook of Teaching English to Young Learners is essential reading for those studying and researching in this area

**Teaching Languages with Screen Media** Carmen Herrero,Marta F. Suarez,2023-06-29 In recent years the expansion of screen media including film TV music videos and computer games has inspired new tools for both educators and learners This book illustrates how screen media can be exploited to support foreign language L2 teaching and learning Drawing on a range of theories and approaches from second language acquisition audio visual translation multimodality and new media and film studies this book provides both best practices and in depth research on this interdisciplinary field Areas of screen media enhanced learning and teaching are covered across 4 sections film and broadcast media in depth case studies translation and screen

media and interactive media With a focus on pedagogical approaches to teaching and learning Spanish French German and English as a Foreign Language Teaching Languages with Screen Media presents innovative insights in this new interdisciplinary field *Language Teacher Education and Technology* Jeong-Bae Son, Scott Windeatt, 2017-06-29 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 The use of technology for language learning and teaching is increasingly common but as is so often the case training for teachers in how to use that technology remains limited to a large extent by lack of expertise among trainers

**Autonomous Language Learning with Technology** Chun Lai, 2017-06-29 This book looks beyond the classroom and focuses on out of class autonomous use of technology for language learning discussing the theoretical frameworks key findings and critical issues The proliferation of digital language learning resources and tools is forcing language education into an era of unprecedented change The book will stimulate discussions on how to support language learners to construct quality autonomous technology mediated out of class learning experience outside the classroom and raise greater awareness of and research interest in this field Out of class learning constitutes an important context for human development and active engagement in out of class activities is associated with successful language development With convenient access to expanded resources venues and learning spaces today's learners are not as dependent on in class learning as they used to be Thus a deeper understanding of the terrain of out of class learning is of increasing significance in the current educational era Technology is part and parcel of out of class language learning and has been a primary source that learners actively use to construct language learning experience beyond the classroom Language learners of all ages around the world have been found to actively utilize technological resources to support their language learning beyond formal language learning contexts Insights into learners out of class autonomous use of technology for language learning are essential to our understanding of out of class learning and inform educators on how language learners could be better supported to maximize the educational potentials of technology to construct quality out of class learning experience

Teaching English to Young Learners Janice Bland, 2015-09-24 Aimed at

student teachers educators and practitioners Teaching English Language to Young Learners outlines and explains the crucial issues themes and scenarios relating to this area of teaching Each chapter by a leading international scholar offers a thorough introduction to a central theme of English as a foreign language EFL with preteens with clear presentation of the theoretical background and detailed references for further reading providing access to the most recent scholarship Exploring the essential issues critically and in depth including the disadvantages as well as advantages of Teaching English as a Foreign Language TEFL with young learners topics include task based learning in the primary school storytelling drama technology vocabulary development intercultural understanding Content and Language Integrated Learning CLIL scenarios assessment Innovative and rapidly emerging topics are covered such as immersion teaching picturebooks in the EFL classroom and English with pre primary children

**Technology-Enhanced Language Teaching and Learning** Karim Sadeghi, Michael Thomas, Farah Ghaderi, 2023-02-23 The Covid 19 pandemic has directly impacted the way teachers and learners worldwide teach and learn languages forcing numerous educational activities in technologically deprived contexts to stop altogether and those in technologically rich environments to go online on an emergency basis This volume provides a collection of theoretical and practical insights into the challenges and affordances faced globally during the pandemic and lessons learnt about the application of digital technologies for language teaching and learning The chapters explore the vital role of technology in its various forms including the internet social media CALL Computer Assisted Language Learning MALL Mobile Assisted Language Learning TALL Technology Assisted Language Learning and TELL Technology Enhanced Language Learning Topics explored include the new avenues digital technology has opened up for language teachers and learners options and challenges in applying technology in various contexts and how the second language education industry could have been adversely impacted at the time of the pandemic without technological affordances The contributions showcase studies from various geographical contexts revealing how the global crisis was received and tackled differently in Australia Hong Kong Iran Italy Japan New Zealand the UAE the UK and the USA

**Teacher Education in Computer-Assisted Language Learning** Euline Cutrim Schmid, 2017-08-24 Even though many pre service and in service teacher programs now address information and computer technology computer assisted language learning CALL teacher education is still reported as inadequate Why is this This book elaborates on some of the existing concerns and through deft analysis of longitudinal data begins to piece together a future road map for CALL teacher education The book adopts a sociocultural approach based on the principle that teaching and learning how to teach is a long term complex developmental process that operates through participation in social practices that come with the territory Euline Cutrim Schmid highlights the need for situated and localized learning pre service and in service collaboration and collaborative peer assisted learning Above all of this the book recommends and proves the efficacy of socially aware and professional reflective practice This is an essential sociolinguistic take on the computer learning revolution

**Digital Teaching and Learning: Perspectives for**

**English Language Education** Christiane Lütge,Thorsten Merse,2021-03-29 The ongoing digitalization of social environments and personal lifeworlds has made it crucial to pinpoint the possibilities of digital teaching and learning also in the context of English language education This book offers university students trainee teachers in service teachers and teacher educators an in depth exploration of the intricate relationship between English language education and digital teaching and learning Located at the intersection of research theory and teaching practice it thoroughly legitimizes the use of digital media in English language education and provides concrete scenarios for their competence oriented and task based classroom use

Multilingual Computer Assisted Language Learning Judith Buendgens-Kosten,Daniela Elsner,2018-08-09 Recent developments in education such as the increasing linguistic diversity in school populations and the digital revolution which has led to new ways of being learning and socialising have brought about fresh challenges and opportunities In response this book shows how technology enriches multilingual language learning as well as how multilingual practices enrich computer assisted language learning CALL by bringing together two thus far distinct fields of research CALL and multilingual approaches to language learning The collection includes contributions from researchers and practitioners from three continents to illustrate how native languages previously studied languages heritage languages or dialects are activated through technology in formal and informal learning situations The studies in this book showcase multilingual language use in chat rooms computer games digital stories ebook apps online texts and telecollaboration virtual exchange via interactive whiteboards This volume will be of interest to researchers interested in language learning and teaching and to practitioners looking for support in seizing the opportunities presented by the multilingual digital classroom

Project-Based Language Learning with Technology Michael Thomas,2017-04-21 This book highlights the ways in which insights from technology mediated project based language learning research can contribute to our understanding of both learner interaction in specific cultural contexts but also of the role of technology in language learning more generally The volume situates the discussion within the context of the development of the field from task based to project based language learning and how these have been shaped over time by the evolution of new technologies Using the case study of EFL learners in a Japanese classroom the book adopts a multimodal approach to unpack this phenomena at work by examining learner collaboration in project based work in a real world setting The volume provides a valuable contribution to the ongoing debate about the effective integration of digital technologies in the classroom and will be of particular interest to students and scholars in applied linguistics computer assisted language learning task based language teaching and TESOL

**Task-Based Language Learning in a Real-World Digital Environment** Paul Seedhouse,2017-02-09 How can you use the latest digital technology to create an environment in which people can learn European languages while performing a meaningful real world task and experiencing the cultural aspect of learning to cook European dishes This book explains how to do this from A to Z covering how a real world digital environment for language learning was designed built and researched The project

makes language learning motivational and fun by tapping into people's interest in both cooking and technology you can learn a language while cooking and interacting with a speaking digital kitchen The kitchens provide spoken instructions in the foreign language on how to prepare European cuisine Digital sensors are inserted in or attached to all the kitchen equipment and ingredients so the digital kitchen detects what learners are doing and gives them feedback Learners are also able to communicate with the kitchens and can ask for help via photos and videos if they don't understand any foreign language words Based on two research grants the book provides five research studies showing the learning experiences of users in five European countries The book explains the principles and procedures involved in the project enabling others to design and implement a real world digital learning environment in the same way It includes numerous photographs of the system in use and evidence of how and what 250 users actually learnt

**Interactive Whiteboards for Education: Theory, Research and Practice** Thomas, Michael, Schmid, Euline Cutrim, 2010-02-28 This book contributed to the debate about the importance of research based studies in the field of educational policy making in general and learning technologies particularly the use of interactive whiteboards for education Provided by publisher

*Teacher Education in Computer-Assisted Language Learning* Euline Cutrim Schmid, 2017-08-24 Even though many pre service and in service teacher programs now address information and computer technology computer assisted language learning CALL teacher education is still reported as inadequate Why is this This book elaborates on some of the existing concerns and through deft analysis of longitudinal data begins to piece together a future road map for CALL teacher education The book adopts a sociocultural approach based on the principle that teaching and learning how to teach is a long term complex developmental process that operates through participation in social practices that come with the territory Euline Cutrim Schmid highlights the need for situated and localized learning pre service and in service collaboration and collaborative peer assisted learning Above all of this the book recommends and proves the efficacy of socially aware and professional reflective practice This is an essential sociolinguistic take on the computer learning revolution

Task-Based English Language Teaching in the Digital Age Valentina Morgana, 2023-06-15 This book illustrates the developments of task based language teaching TBLT approaches in relation to the evolution of digital technologies It highlights how technology mediated TBLT principles can support English as a Foreign Language EFL learning and contribute to understanding new classroom dynamics Drawing from the key theoretical concepts of TBLT the author discusses the integration of tasks and technologies from a secondary education perspective which is often under represented in the TBLT literature Morgana looks at how the EFL secondary classroom has been recently re conceptualised as a social place whose boundaries go far behind the traditional school settings This book provides theoretical approaches and classroom implementation practices by presenting four case studies on the different L2 skills reading writing listening and speaking The volume is organised into two main sections The first section focuses on the theoretical approaches to TBLT and highlights the key concepts behind this methodology This section also looks at the recent development of a

technology mediated TBLT framework and its implementations in various EFL educational contexts The second section presents four case studies of secondary school EFL learners in Italy Each case study focuses on a different language skill providing examples of classroom practices in both blended and online learning settings Pedagogical recommendations for teachers are provided at the end of each case study The book adopts a multimodal approach and aims at providing scholars in applied linguistics and TBLT practitioners with theories and implementation practices to understand the ways technologies are shaping tasks and mediating students learning processes

Supporting Young Learners in Speaking English Andreas Kullick, 2024 How can technology enhanced tasks be used to support oral communication in heterogeneous English as a Foreign Language EFL primary classrooms This study explores pre service and in service teachers cognitions on the use of technology enhanced foreign language learning tasks in the young learners classroom The study investigates the aspects of technology enhanced tasks that participants consider as having a relevant impact on the development of learners oral communicative competence the criteria participants consider relevant for the design of such tasks in ways that cater for the needs of heterogeneous groups and the support participants consider helpful in order to create and implement such tasks Data were collected by carrying out three small scale technology enhanced projects in EFL primary school classrooms in the German federal state of Baden W rttemberg The findings suggest that technology enhanced tasks are well suited to supporting heterogeneous groups of primary school children in speaking English Andreas Kullick has taught at primary and secondary schools and has also worked as a teacher trainer in English language teaching He holds a PhD from the University of Education in Schw bisch Gm nd and has been a Senior Lecturer in English Language Teaching at the University of Augsburg since February 2024

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