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A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International Institute of Technology (SIIT), Thammasat University
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The Effects of Technology on Students' Achievement Motivation in Chinese
Challenges and Motivation towards English Language Teaching to Rural Students This study examined the effects of technology on students' achievement motivation in the context of Chinese college English classes. One hundred and fifty undergraduate students in seven different colleges and universities in Shanghai, China were tested and ninety-seven of them were observed in order to explore the correlation between their achievement motivation and the technology used in their English classes. Data sources included the Motivated Strategies for Learning Questionnaire (MSLQ), technology questionnaire, and class observations. The results showed that the teachers' frequency and proficiency of using technology in English classes has no statistically significant relationship with student's motivation. However, some other factors and condition of teacher's
role in using technology still need to be considered. Student's perception of using technology and majors had significant relationship with student's motivation. But with the use of technology, the effect of major is no longer significant. The results of this study indicate that teachers and educators should pay more attention to the conditions under which technology could be used efficiently including both teacher and students' roles when applying technology in language learning classrooms.

Recent Developments in Technology-Enhanced and Computer-Assisted Language Learning Over the last decade, many local students have preferred to study overseas. This has caused governments to announce the creation of programs and developments in the higher education sector to upgrade South-East Asia to a leading education hub. Moreover, many governments declared that they would work on the insurance of learning to increase the quality of the degrees and the teaching itself. This has led many to question the results of these declarations. Higher Education Challenges in South-East Asia provides an overview of what has been happening over the last ten years in higher education in South-East Asia. It also works to solve the challenges in modern education such as the impacts of digitalization, globalization, and Generation Y and Z learning styles. Covering topics that include globalization, educational technologies, and comparative teaching, this book impacts academic institutions, policymakers, government officials, university and college administrators and leaders, academicians, researchers, and students.

The Social Classroom: Integrating Social Network Use in Education The use of mobile technology
for learning in organizations and the workplace is spreading widely with the development of infrastructure and devices that allow ubiquitous learning and training. Since learning, teaching, and training in a mobile-saturated environment is a developing field, implications for a combined overview of these topics may be beneficial both for research and practice in the broader view of a user’s lifespan. Mobile Technologies in Educational Organizations is a collection of innovative research on the methods and applications of mobile technologies in learning and training and explores best practices of mobile learning in organizations and the workplace. While highlighting topics including ethics, informal education, and virtual reality, this book is ideally designed for teachers, administrators, principals, higher education professionals, instructional designers, curriculum developers, managers, researchers, and students.

Teaching and Researching Motivation Cultivating motivation is crucial to a language learner's success - and therefore crucial for the language teacher and researcher to understand. This fully revised edition of a groundbreaking work reflects the dramatic changes the field of motivation research has undergone in recent years, including the impact of language globalisation and various dynamic and relational research methodologies, and offers ways in which this research can be put to practical use in the classroom and in research. Key new features and material: · A brand new chapter on current socio-dynamic and complex systems perspectives · New approaches to motivating students based on the L2 Motivational Self System · Illustrative summaries of qualitative and mixed methods studies · Samples of new self-related motivation measures Providing a clear and comprehensive theory-driven account of motivation, Teaching and Researching Motivation examines how theoretical insights can be used in everyday teaching
practice, and offers practical tips. The final section provides a range of useful resources, including relevant websites, key reference works and tried and tested example questionnaires. Written in an accessible style and illustrated with concrete examples, it is an invaluable resource for teachers and researchers alike.

The Role of Technology in Education As technology is being integrated into educational processes, teachers are searching for new ways to enhance student motivation and learning. Through shared experiences and the results of empirical research, educators can ease social networking sites into instructional usage. The Social Classroom: Integrating Social Network Use in Education collates different viewpoints on how social networking sites can be integrated in education. Highlighting both formal and informal uses of social interaction tools as learning tools, this book will be very useful to all educators, trainers and academic researchers in all aspects of education looking for a theoretical/practical approach to resourceful teaching.

Proceedings of the 11th International Conference on Computer Engineering and Networks Research Paper (postgraduate) from the year 2012 in the subject English - Pedagogy, Didactics, Literature Studies, grade: None, language: English, abstract: Student, Especially those in developing countries, have inherited a legacy of discrimination and oppression which manifest in poverty, health issues, violence, limited access to basic needs, resources and employment. The challenges facing students in the areas of economic empowerment, access to land and access to science and technology are still a barrier to own development and it remains a challenge to level the playing fields. As Developing Nations seek to control limited resources toward the goal of
achieving a developed status they must reevaluate past practices and explore available and affordable technologies. Where information and communication infrastructures are weak, use of low-cost, easily distributed technologies have proven effective. Still, many developing nations have failed to incorporate a resource in great abundance, to use these new technologies to greatest advantage. English is in India today a symbol of people’s aspiration for quality in education and a fuller participation in national and international life. It is fundamentally essential for Rural Students to learn English from a young age in this rapidly globalizing world. English knowledge will help to open many opportunities for them in the future and it will be invaluable in their future careers. However, teaching English to rural students is not an easy job, but it is also not difficult, if we already know how to do it. Many teaching positions involve teaching Rural Students - a unique experience that is both challenging and fun. The key to teaching English to Rural Students is to understand the principles of language acquisition and apply it in ways that keep Rural Students motivated to learn.

English Learning in the Digital Age

Handbook of Research on Mobile Devices and Smart Gadgets in K-12 Education This book constitutes the thoroughly refereed post-workshop proceedings of the First International Symposium, SETE 2016, held in conjunction with ICWL 2016, Rome, Italy, in October 2016. The 81 revised papers, 59 full and 22 short ones, were carefully reviewed and selected from 139 submission. They cover latest findings in various areas, such as emerging technologies for open access to education and learning; emerging technologies supported personalized and adaptive
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learning; emerging technologies support for intelligent tutoring; emerging technologies support for game-based and joyful learning; emerging technologies of pedagogical issues; emerging technologies for affective learning and emerging technologies for tangible learning.

Extensive Reading Cultivating motivation is crucial to a language learner's success – and therefore crucial for the language teacher and researcher to understand. The third edition of Teaching and Researching Motivation reflects the dramatic changes in the field of motivation research. With an increased emphasis on dynamic perspectives on motivation and its relations with other individual, social and contextual factors, this book offers ways in which advances in the field can be put to practical use in the classroom and in research. Key new features and material: exploration of the motivation to learn languages other than English (LOTEs); principles for designing L2 motivational studies; discussion of emerging areas of research, including unconscious motivation and language learning mindsets. Providing a clear and comprehensive theory-driven account of motivation, Teaching and Researching Motivation examines how theoretical insights can be used in everyday teaching practice. The final section provides a range of useful resources, including relevant websites, key reference works and an online repository of tools and instruments for researching language learning motivation. Fully revised by pre-eminent researchers in this field, Zoltán Dörnyei and Ema Ushioda, this is an invaluable resource for teachers and researchers alike.

Attitudes and Motivation of Arabic-speaking Students of Science and Technology in Wales Towards English and Their Relationship to Proficiency in English This book explores Japanese
students’ learning experiences and challenges in English medium instruction (EMI) from motivational perspectives. Using self-determination theory (SDT) as the framework, the first part reveals a lack of the three psychological needs of SDT (autonomy, competence, relatedness) that cause loss of students’ initial interest in learning English language and content. The author outlines pedagogical interventions that can be implemented in order to make the learning environment better. The second half of the book shows the effects these interventions had on the fulfillment of the three psychological needs, especially perceived relatedness and autonomy. In conclusion, the author focuses on the importance of listening to Japanese students’ voices and building a community that can motivate students, thus maximizing the pedagogical effectiveness of EMI. This volume will be useful to anyone involved in motivation, language learning or EMI research, pedagogy or practice.

Emerging Technologies for Education Over a decade ago the concept of "design experiments" was introduced because of the belief that many of questions could not be adequately addressed by laboratory-based experiments. Since then, design-based research as a term has grown in popularity and significance. The core manuscripts of this special issue respond to the questions: What constitutes design-based research? Why is it important? What are the methods to carry it out? At the end of this issue, two strong commentaries situate this work and challenge the community with new questions and issues that must be answered if design-based research is going to help advance work in ways that others judge as worthwhile and significant.

Integrating Information and Communication Technologies in English for Specific Purposes The
23rd EUROCALL conference was organised by the Cyprus University of Technology Language Centre. The theme of the conference was “CALL communities and Culture”. Between the 24th and 27th August 2016, over 135 presentations were delivered and 27 posters were presented; 84 of these presentations appear in this volume of selected peer-reviewed short papers.

Cross-Cultural Perspectives on Technology-Enhanced Language Learning Carol Ann Tomlinson and Tonya R. Moon take an in-depth look at assessment and show how differentiation can improve the process in all grade levels and subject areas. After discussing differentiation in general, the authors focus on how differentiation applies to various forms of assessment--pre-assessment, formative assessment, and summative assessment--and to grading and report cards. Readers learn how differentiation can --Capture student interest and increase motivation --Clarify teachers' understanding about what is most important to teach --Enhance students' and teachers' belief in student learning capacity; and --Help teachers understand their students' individual similarities and differences so they can reach more students, more effectively. Throughout, Tomlinson and Moon emphasize the importance of maintaining a consistent focus on the essential knowledge, understandings, and skills that all students must acquire, no matter what their starting point. Detailed scenarios illustrate how assessment differentiation can occur in three realms (student readiness, interest, and learning style or preference) and how it can improve assessment validity and reliability and decrease errors and teacher bias. Grounded in research and the authors' teaching experience, Assessment and Student Success in a Differentiated Classroom outlines a common-sense approach that is both thoughtful and practical, and that empowers teachers and students to discover, strive for, and achieve their true potential.
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Essential Competencies for English-medium University Teaching This book has three sections on the role of technology in education. The first section covers the merits of online learning and environment. The second section of the book gives insight on new technologies in learning and teaching. The third section of the book underlines the importance of new tendencies for the technology in education. I have a firm belief that readers can find great insights on the role of technology in education from different reflections and research.

Higher Education Challenges in South-East Asia Moving beyond the ‘Web 2.0’ and ‘digital native’ rhetoric, this book addresses the complex experiences of learners of English as a foreign language (EFL) in a world embedded with interactive and participatory technologies. Adopting a sociocultural perspective, it investigates EFL learners’ behaviours concerning digital technology, and guides exploration into their contextually mediated choices and learning practices in the ‘2.0’ era. The argument is developed on the basis of the findings of a mixed sequential study that focused on 1485 Chinese undergraduates’ use and non-use of online tools and applications outside the English classroom. Particular attention is paid to the role of context and agency when understanding their learning choices and behaviours in the context of digital technology. In particular, the book acknowledges the explanatory power of agency in the minority instances of ‘good practices’ among these EFL learners. At the same time it demonstrates that for most learners, use of the current web is limited and mostly non-interactive. The barriers to ‘2.0’ transfer are largely contextual and the so-called ‘communicative opportunities’ and ‘participatory culture’ in particular did not fit into the learners’ sociocultural context of (language) learning. Overall, the compelling argument proposes that the technology-facilitated changes in EFL
practices are a ‘bottom up’ process that is taking place in day-to-day situations and constrained by the learning context within which the learner is situated. Based on these arguments, the book provides a framework that challenges the existing beliefs about (language) learning with online technology, and that contributes to our understanding of how context mediates EFL learners’ behaviours surrounding digital technologies. It is a valuable resource for teachers, researchers and policy makers, providing them with insights into using digital technology to stimulate ‘good learning practices’ outside the classroom.

How People Learn When it comes to motivating people to learn, disadvantaged urban adolescents are usually perceived as a hard sell. Yet, in a recent MetLife survey, 89 percent of the low-income students claimed ‘I really want to learn’ applied to them. What is it about the school environment"pedagogy, curriculum, climate, organization"that encourages or discourages engagement in school activities? How do peers, family, and community affect adolescents’ attitudes towards learning? Engaging Schools reviews current research on what shapes adolescents’ school engagement and motivation to learn"including new findings on students’ sense of belonging"and looks at ways these can be used to reform urban high schools. This book discusses what changes hold the greatest promise for increasing students’ motivation to learn in these schools. It looks at various approaches to reform through different methods of instruction and assessment, adjustments in school size, vocational teaching, and other key areas. Examples of innovative schools, classrooms, and out-of-school programs that have proved successful in getting high school kids excited about learning are also included.
Using Vocabulary Learning Apps to Increase Student Motivation in the Secondary English Classroom

The 2020 ICOLTEC has been successfully held by English Language Education Department of Universitas Islam Indonesia in November 11-12, 2020. Despite the Covid-19 pandemic, our virtually held international conference and workshop have managed to invite significant numbers of local, national and international presenters who have generously shared their high-quality papers and research findings through our conference platform. Hence, we are greatly indebted to them. During the past two years, the world of education has tremendously shifted from the conventional traditional classrooms to fully digital learning due to the COVID-19 pandemics. This abrupt and unprepared change has consequently impacted on how classrooms are forced to be conducted in distance mode with the sudden changes of learning media, learning materials, teaching strategies, and teachers’ roles in teaching and learning processes. Stakeholders are to mitigate at no given time at all to prepare for the online learning facilities, let alone create engaged and fun learning activities. The experimental studies using digital learning applications have provided more empirical evidence of their effectiveness in language learning. Teachers who are considering using what learning application that may work well for their students may consider these media. This book has enriched the classroom action research in EFL contexts resulting in positive views on the mobile application for learning both inside and outside the classrooms. Although this book is still far from being complete, it does provide classroom practices of technology use for learning.

Engaging Schools

The pace at which technology changes has created unique challenges in the integration of such technologies into language teaching and learning. Innovative pedagogies and
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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.

CALL communities and culture – short papers from EUROCALL 2016 In Teaching English Language Learners through Technology, the authors explore the use of computers/technology as a pedagogical tool to aid in the appropriate instruction of ELLs across all content areas. The special focus of this book is on the informed use of various technologies and software programs that can specifically aid ELLs. Strategies are also provided for varying levels of access—whether teachers teach in a one computer classroom, have access to multiple computers, or have the ability to go into a computer lab at their school. A fully annotated list of web and print resources completes the volume, making this a valuable reference to help teachers harness the power of computer-assisted technologies in meeting the challenges of including all learners in effective instruction.

Design-based Research The LNCS volume 9192 constitutes the refereed proceedings of the Second International Conference on Learning and Collaboration Technologies, LCT 2015, held as part of the 17th International Conference on Human-Computer Interaction, HCII 2015, in Los Angeles,
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CA, USA in August 2015, jointly with 15 other thematically similar conferences. The total of 1462 papers and 246 posters presented at the HCII 2015 conferences were carefully reviewed and selected from 4843 submissions. These papers address addressing the following major topics: technology-enhanced learning, adaptive and personalised learning and assessment, virtual worlds and virtual agents for learning, collaboration and Learning Serious Games and ICT in education.

A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International Institute of Technology (SIIT), Thammasat University Discusses the main issues, challenges, opportunities, and trends related to this explosive range of new developments and applications, in constant evolution, and impacting every organization and society as a whole. This two volume handbook supports post-graduate students, teachers, and researchers, as well as IT professionals and managers.

Student Motivation in English-Medium Instruction Extensive Reading is an innovative resource bridging theory and practice for those seeking to learn about extensive reading (ER) for L2 students' language development, including ways to motivate students to read extensively and to assess learning. Grounded in contemporary theory and the latest research both on ER and motivation, experts Sue Leather and Jez Uden offer a rich array of original activities to help teachers in the classroom and beyond with this effective but difficult-to-implement pedagogical tool. Advanced students, researchers, teacher trainers, and pre- and in-service teachers – and ultimately their students themselves – will benefit from this book.
Handbook of Research on Mobility and Computing: Evolving Technologies and Ubiquitous Impacts

This book explores Japanese students' learning experiences and challenges in English medium instruction (EMI) from motivational perspectives. Using self-determination theory (SDT) as the framework, the first part reveals a lack of the three psychological needs of SDT (autonomy, competence, relatedness) that cause loss of students' initial interest in learning English language and content. The author outlines pedagogical interventions that can be implemented in order to make the learning environment better. The second half of the book shows the effects these interventions had on the fulfillment of the three psychological needs, especially perceived relatedness and autonomy. In conclusion, the author focuses on the importance of listening to Japanese students' voices and building a community that can motivate students, thus maximizing the pedagogical effectiveness of EMI. This volume will be useful to anyone involved in motivation, language learning or EMI research, pedagogy or practice

The Effects of Technology on Students' Achievement Motivation in Chinese College English Classes

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do—with curricula, classroom settings, and teaching methods—to help
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children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

Teaching English Language Learners Through Technology As English gains prominence as the language of higher education across the world, many institutions and lecturers are becoming increasingly concerned with the implications of this trend for the quality of university teaching and learning. With an innovative approach in both theme and scope, this book addresses four major competencies that are essential to ensure the effectiveness of English-medium higher education: creativity, critical thinking, autonomy and motivation. It offers an integrated perspective, both theoretical and practical, which defines these competences from different angles within ELT and Applied Linguistics, while also exploring their points of contact and applications to classroom routines. This approach is intended to provide practical guidance and inspiration, in
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the form of pedagogical proposals, examples of teaching practice and cutting-edge research by scholars and university teachers from all over the world. To that end, a leading specialist in the field introduces each of the four competencies, explaining concepts accessibly and synthetically, exposing false myths, presenting an updated state of the art, and opening windows for future studies. These introductions are followed by practitioner chapters written by teachers and scholars from different cultures and university contexts, who reflect on their experience and/or research and share effective procedures and suggestions for the university class with English as a vehicle for instruction.

Historical Development of English Learning Motivation Research

Assessment and Student Success in a Differentiated Classroom There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, How People Learn: Brain, Mind, Experience, and School: Expanded Edition was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the
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lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. How People Learn II: Learners, Contexts, and Cultures provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. How People Learn II will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

Student Motivation in English-Medium Instruction This book fills the need for a text that integrates Information and Communication Technologies (ICTs) into English for Specific Purposes (ESP). It offers insights on current methodological principles in ESP in both academic and professional contexts, drawing on authentic teaching and learning situations, and analyses best practice guidelines. Part I begins with ESP pedagogical principles and technological practice in order to focus on its two main branches: English for Academic Purposes, which includes linguistic skills and students’ needs, and English for Occupational Purposes, specifically looking at Business, Medical and Translators courses. This book is a great resource for ESP researchers, educators and students, because it provides case studies of how ICTs can be used in English for multiple purposes. Authors present their experiences of integrating tools into their instructions, with each chapter contributing unique pedagogical implications.

The Effects of Technology-based Differentiated Instruction on Middle School Students' Achievement and Motivation in English and Language Arts
Handbook of Technological Pedagogical Content Knowledge (TPACK) for Educators Computer-assisted language learning (CALL) is an approach to teaching and learning languages that uses computers and other technologies to present, reinforce, and assess material to be learned, or to create environments where teachers and learners can interact with one another and the outside world. This book provides a much-needed overview of the diverse approaches to research and practice in CALL. It differs from previous works in that it not only surveys the field, but also makes connections to actual practice and demonstrates the potential advantages and limitations of the diverse options available. These options are based squarely on existing research in the field, enabling readers to make informed decisions regarding their own research in CALL. This essential text helps readers to understand and embrace the diversity in the field, and helps to guide them in both research and practice.

Emerging Technologies for Education The use of technology can significantly enhance educational environments for students. It is imperative to study new software, hardware, and gadgets for the improvement of teaching and learning practices. The Handbook of Research on Mobile Devices and Smart Gadgets in K-12 Education is a pivotal reference source featuring the latest scholarly research on the opportunities and challenges of using handheld technology devices in primary and secondary education. Including coverage on a wide variety of topics and perspectives such as blended learning, game-based curriculum, and software applications, this publication is ideally designed for educators, researchers, students, and technology experts seeking current research on new trends in the use of technology in education.
Mobile Technologies in Educational Organizations

The 2nd edition of the Handbook of Technological Pedagogical Content Knowledge (TPACK) for Educators addresses the concept and implementation of technological pedagogical content knowledge—the knowledge and skills that teachers need in order to integrate technology meaningfully into instruction in specific content areas. Driven by the growing influence of TPACK on research and practice in both K-12 and higher education, the 2nd edition updates current thinking about theory, research, and practice. Offering a series of chapters by scholars in different content areas who apply the technological pedagogical content knowledge framework to their individual content areas, the volume is structured around three themes: Current thoughts on TPACK Theory Research on Technological Pedagogical Content Knowledge in Specific Subject Areas Integrating Technological Pedagogical Content Knowledge into Teacher Education and Professional Development

The Handbook of Technological Pedagogical Content Knowledge (TPACK) for Educators is simultaneously a mandate and a manifesto on the engagement of technology in classrooms.

ECEL 2020 19th European Conference on e-Learning

International Perspectives on Motivation

This book clarifies the fundamental difference between North America-based instrumental motivation and Korea (and East Asia)-specific competitive motivation by which the EFL learners excessive competition to be admitted to famous universities and to be hired at a large-scale conglomerate is the main source of L2 motivation. It enables readers to understand that EFL-learning motivation reflects unique sociohistorical contexts grounded in a specific region or country. This book in turn necessitates the need to develop EFL
motivation theory and research tradition which are firmly based on East Asian values and culture.

Integrating Technology And Humanity Into Language Teaching Book 1 This book constitutes the thoroughly refereed post-workshop proceedings of the Second International Symposium, SETE 2017, held in conjunction with ICWL 2017, Cape Town, South Africa, in September 2017. The 52 full and 13 short papers were carefully reviewed and selected from 123 submissions. This symposium attempts to provide opportunities for the crossfertilization of knowledge and ideas from researchers in diverse fields that make up this interdisciplinary research area.

Learning and Collaboration Technologies 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
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book is a valuable resource for academicians, education practitioners, advanced-level students, and school administrators seeking to improve language learning through technology-based resources.

Teaching and Researching: Motivation Bringing together motivation-related practical concerns and debates from diverse international contexts and educational settings where English is learned, this book shows how locally produced insights and issues can have wider global significance, resonating with the experiences and concerns of English teachers and learners across the world.

Increasing Writing Motivation Using Permanent One-to-one Technology in a High School English Classroom

How People Learn II

Computer-Assisted Language Learning This study sought to identify a relationship between the use of the vocabulary app Quizlet and student motivation in the secondary English classroom. The research investigated whether students who regularly use the Quizlet app for vocabulary practice are more motivated to acquire new vocabulary and whether using the Quizlet app results in an increase on vocabulary test scores. The research was performed in a public suburban high school in the Midwest of the United States. A total of 56 students from 2 honors-level English classes led by a single teacher engaged in a 1-month unit of study centered on the novel Like Water for Chocolate by Laura Esquivel. One class was assigned to be the experimental class and used the
Quizlet app during classroom instruction time. The other class served as the control group and did not use the app during class. Pre- and posttests were administered to assess student vocabulary specific to this unit of study, and a motivational survey was given to students both before and after the study. The results of the motivational survey indicate that usage of the app results in a decrease in student perception of the difficulty of vocabulary acquisition as well as an overall increase in student motivation toward the task of vocabulary acquisition. The results also show that there is a significant difference in the gain scores between the experimental and control classes, with the control group making greater gains, although this result is likely due to their lower pretest scores. Paired-samples t tests revealed significant increases in vocabulary scores for students in both the experimental and control classes. Further research is needed to fully understand the effects of technological apps on student motivation toward the task of vocabulary acquisition. Keywords: vocabulary acquisition, use of technology, student motivation, secondary English, Quizlet